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EDUCATION IN AMERICA
SOME DEMOCRATIC IDEALS
September 1947

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Childhood Education

*The Magazine
for Teachers
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*To Stimulate Thinking
Rather Than
Advocate Fixed Practices*

Next Month—

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"Teachers as Builders of Democracy"—the theme for the October issue—will give consideration to three areas for building and will describe some of the building in process in an elementary school staff and through a professional organization.

The three areas for building include improving human relationships, knowing effective ways of working, and interpreting the needs of children. The contributors will be Florence Greenhoe Robbins, Louis Rath and James L. Hymes.

Building in the process through an in-service teacher education program will be described by the faculty of the Ohio State University School. Viretta Van Dorn will show what the A.C.E. information service reveals about teachers and their needs as builders of democracy.

News and reviews will complete the issue.

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Play Schools Association, New York

That they may live in peace and freedom

A Mighty Fortress

SEVERAL TRENDS HAVE SKYROCKETED THE PROFESSION OF TEACHING into a position of prominence this year. Newspapers carry news of schools and teachers in headlines and popular magazines feature long articles on education. Before we become so accustomed to this unusual attention that we take it as a matter of course perhaps we should look at what it may mean to the profession.

There is no need to review all the lows struck by the teaching profession during and since the war—low supply, low pay, low morale. The press has done that and still finds plenty of supporting evidence. What is happening now is this: Colleges are filling up with bright new recruits. School budgets are becoming plump and, in some places, even fat. As a result people are demanding better teachers and better schools for their children.

These demands have come after necessity forced the purse strings. Now tax payers want their money's worth. Teaching in the United States is becoming one of the best paid professions in the world, speaking of the bulk of salaries, not the extremes. Why shouldn't the public demand and get the best for the children?

There are greater obstacles in the way of getting the best for children in countries suffering from war devastation. These difficulties need no review, but it is important to note that education as a force is recognized by the United Nations and has been written into its charter. One of its special agencies, UNESCO, is devoted to the proposition that peace can be maintained only as its precepts are created in the minds of men through education. Hence in a matter of months we have become internationally a mighty profession. The people demand that peace be preserved through our efforts.

I WISH THAT WE COULD SEE OURSELVES AS a mighty profession, a mighty fortress of strength and not as overworked menials, too busy, harassed, afraid, timid, frustrated, mediocre, under-paid, under-privileged, discriminated against, half-educated, mundane. Certainly teachers are no longer unrecognized and unwanted.

There will be years of sharp criticism of the schools, for the people are in a mood to demand their money's worth. Actually it is a glorious thing to have the public want, yes demand, better education for children. But a top flight role is new to us. Perhaps we are not half ready for it, but we are capable of seeing the vision and of working to meet these demands. We are even capable of making the public see that it is more difficult to bring about understanding of the ways of peace in the minds of men and of children than it is to create an atomic bomb.

We in the United States of America have a heritage to use and to build upon, a heritage of freedom conceived in liberty and dedicated to the proposition that all men are equal and that government shall be of the people, by the people and for the people. The privileges and responsibilities of the greatest experiment in democracy the world has ever known are ours to use and to build upon. On this foundation we shall continue to build our fortress sure and sound.—WINIFRED E. BAIN, *President, Association for Childhood Education and President, Wheelock College, Boston, Massachusetts.*

Our Aspirations

THE BEGINNING OF A NEW SCHOOL YEAR IS A GOOD TIME TO consider our aspirations and come to terms with them. While they are among the intangibles, they have very definite implications for our personal and professional living. Furthermore, they can be adjusted and developed and this gives our considerations very practical and timely bearings.

If our personal aspirations are too high they are responsible for a depressing sense of inadequacy. If they are too low they prevent us from striving to realize our full potentialities. If they are fixed and unchanging they commit to inflexibility and anchor us to goals which we might well transcend. If they are vacillating and vague they fail to give us that sense of direction and of momentum which guides our efforts and informs our judgment. If on the contrary they are impelling, they energize and stabilize our endeavors. If they are centered in ourselves they commit us to social immaturity. If they are democratic they align us with others and engage us in matters of social concern. If such democratic aspirations are roused and organized into intelligent plans of action, they contribute to the social processes which raise the general level of human aspirations, and give us a sense of mature world citizenship.

In addition to these personal and social implications there are professional considerations. If we could realize the sources and forces which account for our own aspirations we might open the way to higher levels of aspiration for children, releasing blocked drives and challenging potentialities.

ASPIRATION IS THE STIRRING OF THE human spirit in response to experiences which lift vision, inspire confidence, kindle hope, undermine fear, renew faith, reduce inertia, and clear the way for dynamic, democratic living. These are things we can do for children. These are worthy professional aspirations!—LAURA ZIRBES, *Chairman, Editorial Board of CHILDHOOD EDUCATION, and Professor of Education, Ohio State University.*

Conceived in Liberty

The real threat to our future lies in the confusion and uncertainty in our moral standards. If we believe that they require supernatural sanction, our interpretation of liberty will be that of theological authority. If we believe that they require no external sanction but stand on their own feet as purely social relationships, liberty will come to have a morality of its own based upon joint planning and cooperative action with loyalty to common purposes and a good life for everyone. Mr. Bode, emeritus professor of education, Ohio State University, interprets these two beliefs historically and currently, and shows their bearing on education today.

ONE OF THE SIGNIFICANT SIGNS OF the times in this country is the prevailing uncertainty and confusion regarding the meaning of the terms "liberty" and "democracy" which are used more or less interchangeably. Newspaper commentators joke about the confusion. Pedagogues try to remedy it by producing endless lists of "social objectives" which turn out to be just window-dressing. Left-wingers and right-wingers all pose as defenders of our great tradition. The same people tell us that in a democracy church and state must be kept separate and also that morality must be founded on religion. This state of affairs would be comical if it were not so ominous. Can it be that the American people are losing their sense of direction?

What do we mean by liberty and democracy anyway? Are men made free by the simple device of holding governmental regulation to a minimum? Is a nation democratic if everyone has the right to vote? Is democracy the same thing as majority rule? Are liberty and democracy synonymous with free enterprise and hostility to the New Deal? Americans are pretty well agreed on rejecting the idea of totalitarianism but there the agreement seems to end. Un-

like totalitarianism, we have no simple and positive principle of action for dealing with the complicated and momentous problems of these troubled times.

What History Reveals

The situation is peculiar. In order to understand it we had better take a glance at our national history. Time was when the American people knew well enough what they meant by liberty, or at any rate they thought they knew. For practical purposes this concept was sufficiently clear and definite because it was defined in terms of the circumstances which then prevailed.

The American Revolution, like all revolutions, was directed especially against certain specific and long-standing abuses. The colonists had grown weary of government which operated from far away and which was run for the benefit of certain privileged groups and interests. So, when the time came, they announced to a startled world that the individual was to be considered as an end and not as a means or as a tool of the state, and that government must rest on the consent of the governed. In Lincoln's words, this nation was "conceived in liberty, and dedicated to the

proposition that all men are created equal."

This was a simple doctrine because the applications were simple. Under frontier conditions it could be claimed with considerable truth that respect for personality and human rights meant that the individual was to be permitted to live his own life in his own way with a minimum of interference on the part of others, whether individuals or government. Equality of opportunity meant that everyone was to have a chance to exploit the boundless resources of this favored land with no restrictions imposed by government except the rules of fair play. It meant that government provided the equality and nature provided the opportunity.

With respect to matters affecting the whole community, these were to be handled as much as possible after the pattern of the New England town meeting. Local self-government was an effective alternative to the tyranny and exploitation engendered by remote control and it gave a definite, practical meaning to the doctrine that government derives its just powers from the consent of the governed.

What Is Today's Concept of Liberty?

It is different now. The applications are no longer simple. Liberty is no longer protected by fending off interference in the usual sense. A man is not free if he is illiterate or if he can not find a job or if he has to choose between starvation and working for a subsistence wage under conditions that are a menace to life and health. Government must step in with constructive measures in such circumstances or there can be no such thing as liberty.

In practice this fact has received considerable recognition. We have insti-

tuted a system of public education together with provision for compulsory attendance. We have imposed collective bargaining. We have taken steps in such matters as unemployment, public health, social security and the like. We have been moving steadily in the direction of increased governmental regulation together with increased centralization of government. And we have been doing these things in the name of liberty and democracy.

We may grant that much of this movement is inevitable and yet feel disturbed about it. Modern totalitarian states have likewise gone in for all kinds of regulation. They have done so without restraint because they were not concerned with any such nonsense as considerations of personal liberty. We profess, indeed, to care for personal liberty and yet we seem to be traveling the same road.

Apparently we are caught in a dilemma. If we don't have recourse to extensive regulation, liberty will be strangled in the home of its birth. But if we do have such recourse, the result will be the same. Perhaps we shall have to conclude—with Hitler and Mussolini—that the ideal of liberty, while it may have suited frontier conditions, is not suited to a modern world.

Before we accept any such pessimistic conclusion, however, we had better reexamine the concept of liberty. If we do so, we are likely to find that the issue between totalitarianism and democracy is fundamentally one of moral standards. Totalitarianism derives its moral standards by following a simple procedure. It lays down a central dogma such as racial superiority or national supremacy or a religious doctrine or a philosophy of economics. It then uses this dogma as a moral standard by

which to test the difference between right and wrong. The individual is given to understand that he had better conform—or else.

It was precisely the opposition against this kind of thing that called forth the American Revolution. As Thomas Jefferson once said: "I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."¹ His ideal was not conformity but "liberty," which means that he had a different standard for judging moral values. The difference between totalitarianism and democracy, then, is not a difference in the *amount* of governmental regulation but a difference in the standard or purpose according to which the regulation is applied. In other words, it is a difference in the source from which the standards are derived.

What is this difference? It is at this point that we begin to lose our way. The founding fathers merely skirted the problem. Perhaps it would be more accurate to say that they unintentionally beclouded it. At any rate, they suggested two different and incompatible explanations of moral standards. One of these explanations—if we may take the Declaration of Independence as our text—is that moral standards were set by the Creator who endowed men with "unalienable rights" such as life, liberty, and the pursuit of happiness. These rights are our final tests or standards for moral judgments—a view, it may be added, in accordance with the prevailing beliefs of the times.

The other explanation, however, was very different and not at all in harmony with traditional beliefs. It makes its appeal not to the will of God but to "the consent of the governed." Here

the reference is to the type of government exemplified by the New England town meeting. The purpose of these meetings, when conducted on a high level, was to keep enlarging the patterns of community living in accordance with circumstances and conditions so as to afford continuous scope for diversity of interests. By implication the emphasis was not on conformity but on an empirical approach to the problem of continuously recreating the social patterns so as to harmonize diversity of interests with loyalty to *common* purposes and a common life. It had nothing whatever to do with dogma of any kind. This general attitude or approach is exemplified in the modern principle of "collective bargaining" and also in the type of family life which practices joint planning and cooperative living. In its political application this type of procedure is what is meant by "consent of the governed."

The difference is all-important. According to the former view, moral standards require supernatural sanction. According to the latter, moral standards are man-made; they are to be judged by social consequences and by nothing else. One view holds that the principles of morality are fixed by the unalterable decrees of Providence; the other treats them as subject to change with the growth of knowledge and changes in conditions. As a nation we have become confused and uncertain because we have never come to grips with the question of standards. This confusion is the real threat to our future. As was said long ago, "Where there is no vision, the people perish."² A brief indication of the bearing of this interpretation on education follows.

¹ *Writings*. Volume 10:173.

² *Proverbs*, 29:18.

What Are the Implications for Education?

The assumption that moral standards require supernatural sanction carries with it an undertow toward a past which we thought we had left behind. For example, how are we then to interpret the doctrine that men have an inalienable right to life, liberty, and the pursuit of happiness? This assertion is not generally supposed to mean that capital punishment is wrong or that people may not be put into jail or that the sheriff must not interfere if the pursuit of happiness takes the form of shooting up the town.

If we are guided by purely social considerations in such interpretation, we need not have made the contrary assumption at all. The only alternative is to have recourse to theological authority, as was done in the Middle Ages. Moreover, if morality requires such a sanction, it is hard to see by what right we refuse to permit it to be taught in our schools. Teaching morality would call for the further step of providing for religious instruction through the study of the Bible and by other means and, in general, by following the pattern of the parochial school.

The principle of separation between church and state, which is generally recognized as basic to democracy, is maintained in order to ward off just this kind of thing. The principle carries the implication that morality requires no external sanction but can stand on its own feet as a purely social relationship. It starts with the proposition that the only road by which babies can become human in a spiritual sense is through membership in a community. It continues with the further proposition that morality is to be identified with the process of continuously

widening the area of common interests and purposes among men in accordance with conditions and circumstances. Morality from this view has no fixed content but it has a distinctive spirit or attitude or guiding principle which is sometimes called the brotherhood of man. Liberty and democracy must become increasingly conscious that they have a morality of their own if they are to meet today's challenge of transition and reconstruction.

This conception of morality determines the character and function of a truly democratic school. The basic purpose of such a school is to provide certain things which are needful for wider and more effective sharing in the life of the community to which the school belongs and of which it is a part. This wider sharing calls for the cultivation of certain emotional attitudes through group activities, for the acquisition of certain skills, and for the intellectual comprehension of the meanings which enter into the life of the community and which relate it to the larger world.

The weakness of the progressive movement in education has not been that it was headed in this general direction but that it has sometimes permitted itself to become child-centered in a way which betokened a failure to grasp the moral issue which is at stake. Liberty is not a matter of abolishing controls but of substituting the control which springs from participation for controls of an authoritarian kind. Progressive education can help itself best by helping others to see that our present civilization is truly at the crossroads. We must turn either to the past for an educational pattern or press forward to a pattern "conceived in liberty and dedicated to the proposition that all men are created equal."

Dedicated To a Proposition

How may the teaching profession assume its responsibilities for making the proposition that all men are created equal a reality for the children in American public schools today? Miss Peters, associate professor of education, Wayne University, and elementary school coordinator for the Citizenship Education Study of the Detroit Public Schools and Wayne University, gives some suggestions and illustrates wherein some schools are failing or succeeding.

MAJOR CRISES SUCH AS THE CIVIL War, group tensions based on anti-semitism, rejection of individuals because of some difference or handicap, and innumerable other illustrations raise the question as to whether some people doubt the validity of the fundamental tenets of the Declaration of Independence. It would seem that our history presents evidence that a paradox exists between the "proposition that all men are created equal" and the idea of their being "endowed with certain unalienable rights . . . life, liberty and the pursuit of happiness." However, it does not seem possible to clarify the meaning of being "created equal" without also considering its meaning in relation to the total Declaration of Independence.

Oftentimes loss of faith in a work arises out of lack of understanding of that work. It would seem, then, that more than ever there is need to clarify the meaning of such writings and, more particularly so, those upon which our government is based.

If the very continuance of life itself and the enjoyment of liberty, in relation to one's fellow men, are to be pursued with a relative degree of happiness, it would follow that the common basic needs of man must be met.

"Equality" may then be defined as equality in terms of the urgency of the needs of all men. Even this concept needs to be qualified. Needs may include all varieties from the economic to the instinctual. These needs in themselves may only be met in relation to the culture in which individual men find themselves. No one individual exists alone. He is continually a part of a community of men. To that extent his individual needs must attain their degree of satisfaction in relation to the needs of others. The ideal is present in the Declaration of Independence but the actual operation can only take place in a changing culture, evolutionary in time.

If the concept of equality in terms of need is to be examined for its meaning in relation to education, one must return to the original elaboration of the idea as given by Thomas Jefferson. The government of the new republic was based on the philosophy contained in the Declaration of Independence. Follow this idea with Jefferson's own statement that the "object of the institution of government is to secure the greatest degree of happiness possible to the general mass of those associated under it." This puts the interpretation in the realm of moral obligation and requires

an examination of the urgency of the needs of all men. Equality would then mean an equal consideration of the urgency contained in each individual in relation to the rest of his fellow men.

No one is more aware of these basic needs than the masses of people who make up the population and the government. They are the units in whom these needs, common to all men, are housed. Their daily awareness of the affect connected with the meeting or denial of these needs makes them the true focal point for a judgment as to whether our national group has carried out the moral obligation handed to it by the fathers of the original concepts. A scientific investigation is not necessary to produce data to support the view that a positive morality in this direction has not been created. Herein lie the challenge to education and an obligation, both too long avoided.

Equality in Relation to Basic Needs

To what extent have educators been cognizant of the common needs of man in the structuring of the institution called public education? To what degree are the practices in modern education consistent with the belief that "all men are created equal" in terms of their endowment with unalienable rights to life, liberty and the pursuit

of happiness? How greatly has the development of public school education been influenced by technological advances and their demand for more highly skilled workers? Has this emphasis diverted the goal from human "unalienable rights" in relation to the meeting of basic needs and replaced it with an assembly-line type of education working toward products that are identical?

Conversations and discussions with classroom teachers and principals reveal that they are still confronted with the problem of getting all children to conform to the course of study even though they must know that, realistically speaking, it is an impossibility. No wonder the morale becomes low when trained people are continuing to try to do the impossible.

In re-defining "equality" in relation to basic needs, it will be necessary for educators to look at the equality of opportunity and experience offered by the school. They will see that education must take on as part of its task the adaptation of experiences and opportunities in relation to the way in which these have been denied or supplied in the child's life. An illustration may help to clarify this point.

In the elementary schools of one system the principals were given a listing



of schools arranged according to the average mental ratings of the children attending them. The schools ranged in placement according to the "goodness of life" in the communities where they were located. The correlation with the tuberculosis rate, with the incidence of juvenile delinquency, with the state of repair of dwellings, with the incidence of overcrowding was most evident without any statistical evaluation.

For such a list to be of help to school people it would seem that it should be accompanied by some system for rating the socio-economic factors affecting the growth and development of the boys and girls concerned. Some suggestions for developing an analysis of the reality factors affecting the emotional lives of the children would need to be given. The list might have been more meaningful if accompanied by suggestions for understanding the culture surrounding the school or the development of curricular patterns to meet the pressing needs of the groups concerned. Through some such plans for study the teachers and principals would be helped to see the potentiality for growth of all the children in these schools.

It is not in the overall curricular patterns and in administrative methods alone that this inequality of opportunity to meet basic needs may be illustrated. It is well demonstrated in the specific ways in which teachers are expected to handle both groups and individuals. Very little help for a clarification of these needs is offered in the training that teachers and principals have received. In-service education is seldom slanted in these directions. Specifically speaking, administrative policy must be adapted to fit the necessary moral emphasis that will support the Constitution. Leaders in education



have the obligation to clarify these relationships for the general public and for school personnel. The following examples are small bits of evidence to support these views.

In a second grade a teacher was expected to teach her children that they should have orange juice for breakfast. It was not suggested to her that she recommend substitutes for this food. In her school community the only oranges available were the "fancy" variety that were ten cents apiece. Many of the families had eight and ten members. Their incomes ranged from twenty-five to thirty-five dollars a week. Rent, clothing, fuel and the other necessities had to come out of this income. Even the very young, many of whom did the family shopping, were more realistic than to assume that any such nonsense could be carried out.

To continue further, the readers used in this school gave a picture of family groups sitting down together for their meals. A survey revealed that very few families in this neighborhood ever ate together. One ate when he was

hungry and if the bread had run out, one of the children ran to the store for another loaf—if the price of the loaf was available.

The Sloan Foundation studies show the same conditions to be true in schools in rural areas. In these situations the teachers were unaware of the emotional tensions that they were raising by not adapting the curriculum to the needs of the groups surrounding the schools.

The same discrepancies are found in areas other than the economic. A girl of thirteen had had an unusual academic and leadership record as a student in junior high school. The fact that she had passed into the tenth grade at this age received no particular attention from the faculty. With a change of schools she proceeded to fail in every high school subject and to withdraw from student activities. There was no investigation as to the cause. No teacher in the school was aware of the fact that the child's father had left home the summer preceding her entrance into high school. None of the faculty members seemed to have any awareness of the importance of this male figure in the life of the child. How could she show interest in geometry or history when her emotional life was so upset?

A third example arose from group differences not necessarily associated with material wealth. A junior high school was giving a dance and had expected the boys of the class to take the girls to the dance even though the Italian parents of the district did not permit their girls to go out with any individual boys except their own brothers. The girls would have been permitted to attend the dance in a group and then to dance with the boys as long as teacher chaperons were pres-

ent. Instead, some of the children did not go to the dance while others in the group sneaked out on the pretense of going with a group of their own sex and then met their individual partners down the street. This device for creating guilty feelings on the part of the young people developed tension in the school and a disrespect for the parents with their "old-country" ways.

Toward a Positive Morality of Equality

It would be unfair to present an entirely dark picture of the ways in which educators are working toward the equality of care for basic needs. However, the effort is somewhat sporadic and has not as yet received a widespread positive emphasis. Groups who are working in these directions need to unify their findings and to help school systems interpret these findings in action. The educational periodicals reach too few people and even these fine organs offer few specific suggestions.

In one slum school the assistance of a cultural anthropologist aided the teachers in realizing that home visitation was not the way to gain the confidence of parents who were afraid of the school and most unhappy when dressed-up strangers, even though they were teachers, saw the way in which they were living. The faculty group, in addition to making a study of its own neighborhood culture through reading and a child study program, developed a recreational organization for the mothers. They even played *Bunko*. One mother said, "Next time we make party." The next party and the next finally led to a collection of favorite foreign recipes and the preparation of a luncheon based on these recipes.

Not to be out-done by the students who were preparing the food from

their own mothers' recipes, these mothers brought some of their own cooking. One foreign mother brought six dozen of her kind of cheese pastry. They created the beginnings of an interest in new food patterns. The school has developed a hot-lunch program. The mothers have taken field trips to see points of interest in the town and to see other varieties of housing. The children carried out an effective clean-up campaign and actually surveyed seventy city blocks to judge the effect of their campaign. A neighborhood council made up of different religious, nationality, recreational and school leaders is now embarking on a housing survey to be used as a basis for home and family curricula in both the public and parochial schools.

Increased field trips, direct experiences and opportunities to see and discuss have actually raised the reading levels of some of these groups. One sixth-grader said, after a field trip to court where a numbers writing case was being tried, "Gee, I never knew that 'numbers' was gambling." Another child, after having had the opportunity to make a mural of what he had seen on one of his trips observed, "I never knew I was so talented."

Cooperative Effort is Required

This is a partial picture of only one school. Different approaches to community problems can be found. Teachers are working on studies of individual children and groups. Others are actually rubbing elbows with their school communities and finding new insights through a realistic approach to their problems. These insights are forming a basis for the moral approach to a somewhat equitable meeting of the

pressing needs of the groups involved. These experiences are also showing the teachers that they are not alone in the job of educating the public. They are finding strong cohorts in other professional and lay leaders whenever these leaders are given the opportunity to consolidate their efforts with those of the school groups. Teachers will not enter upon these channels without the encouragement of their immediate administrators, and those administrators in turn will show a willingness to enter upon this huge but worthwhile task only to the degree that they receive encouragement and help from the profession as a whole.

Finally, it would seem that the consolidation of action research in these areas needs to take place. These action research findings will then need to be translated into practice for the teaching profession in general. The leadership for the creation of a positive moral approach to the recognition of the needs of the people and the equitable meeting of those needs may be taken by educators. This group would then be carrying out the proposition that "all men are created equal."

A full realization of the "goodness of life" will only come about as complete morality is developed for the government. The people are the government. Schools will then be able to develop techniques for the clarification of democratic values; for meeting basic human needs; for dealing with the social problems of the times; for developing democratic human relations, and for providing the knowledges, skills and abilities required to carry out such a program.¹

¹ From the "Five Qualities of the Good Citizen" as defined by the staff of the Citizenship Education Study of the Detroit Public Schools and Wayne University.

Of the People, By the People, For the People

Three trends—re-orienting the curriculum, reorganizing teacher education and certification, and changing patterns of administration and finance—are discussed by W. T. Edwards as hopeful signs in the direction of making American public education really of the people, by the people and for the people. Mr. Edwards is professor of education, Florida State University.

To us, people are important. Our nation was built upon a faith in them and upon the belief that free men could and would become responsible. Free public schools should serve the needs of a free and responsible people. Unless children, youth, and adults practice freedom and responsibility, as these are defined and given limits by the nature of the democratic concept itself, we are not likely to preserve our cherished way of life. It is imperative, then, that the institution established by a democratic society—the public school—promote and implement the way of life which gave it birth.

"Of the people" implies that the tempo and flavor of education flow from life as it is lived in the "grass roots" and that it concern itself with everyday needs of individuals and groups. "By the people" suggests a process involving extension of common concerns, shared decisions, and cooperation in the acceptance of responsibility. "For the people" emphasizes the fact that human values are to be served, that the life and faith which support the school expect to be supported and sustained thereby.

The implication of these expressive phrases for American education de-

serves extended comment. Their implication for re-orienting the curriculum of the school, their significance in teacher education and in school administration are explored in terms of present practice only briefly in the paragraphs which follow.

Re-Orienting the Curriculum

Turn back the clock to the early days of World War II. All over America, people—all kinds of people—filed into the schoolhouses. There in long lines patiently, and again not so patiently, they stood. For education? No, to get their sugar ration books! Parents with children in the school (parents who had never been *inside* a school before), taxpayers without any children (taxpayers who had known schools and teachers only in terms of tax levies), the old and the young, rich and poor rubbed elbows together.

The public was learning and the school personnel was learning. Some teachers and administrators were markedly stimulated by the event. Others should have been. The educational program that *had* seemed so satisfactory for the children of these people now had much less to recommend it. The wide range of community, family and individual needs as related to eco-

conomic conditions, educational background, motives for living, beliefs and attitudes became a fact and not a theory found in educational literature.

Long before the war, the schools had begun to think rather deliberately in terms of the nature of the people and the kind of society they were serving. They had begun to sense the changing role which they must play in a social order which was growing increasingly complex. For example, elementary schools were introducing a variety of direct experiences designed to enable the growing child to discover how his basic economic needs of food, shelter and clothing were met. Secondary schools were toying with the idea of "work experience" and a few had sponsored projects directly related to economic and social improvement of community life.

Such experimentation, well under way before World War II, has now become rather widely diffused and is coloring the basic attitudes of teachers and administrators in the direction of a more functional curriculum. Various "catch-phrases" have been used to designate the trend. "Community schools" they are called in the case of the Parker District and Holtville.¹ In Vermont, Kentucky and Florida experiments under the sponsorship of the Alfred P. Sloan Foundation are termed "Projects in Applied Economics." In Michigan, under the auspices of the Kellogg Foundation and with somewhat different basic assumptions of experimentation from the Sloan Projects, the work has nevertheless centered, too,

¹ For a description of these and similar programs see *Community Schools in Action* by Elsie Clapp, New York: The Viking Press, 1939; *Present Practices in Secondary Education*, Bulletin of the National Association of Secondary School Principals, XXIV (October 1940), Washington, D. C.: the Association, 1201 Sixteenth Street N.W.

upon community improvement, but with particular emphasis upon health.

More recently, under grants-in-aid from the General Education Board several states, particularly those in the South, have begun to re-orient the curriculum in terms of the "resource-use-education" approach.² Its wide acclaim is based upon a realization by the people of the South that their region instead of being considered by some as the nation's economic problem number one can become the nation's (and its own) economic opportunity number one if only its resources can be utilized and developed properly.

Wise utilization and development of resources in the direction of richer living for people are reflected however not alone in an increase of industrial output and farm production or in improvement of technological processes or in the accumulation of capital. These are necessary and the schools if they are to be, as the United States Chamber of Commerce points out, "an investment and not a cost," must contribute to building the knowledge, skill, and attitudes necessary to such realization. *Even more important, however, is the task of developing within every individual a sense of human values and a vision of the better living which such an economic rebirth would make possible.*

Re-Organizing Teacher Education and Certification

The teacher must play a new role in schools that are of, by and for the people. The nature of the pre-service and in-service programs of teacher education are already changing. Active participation is sought; freedom in

² See *Building a Better Southern Region Through Education*. (1945). Southern States Work Conference, Edgar L. Morphet, secretary, Tallahassee, Florida.

meeting responsibilities is being given. Re-evaluation of the teacher's worth to the community and definition of status in it will as the years pass underscore the shift.

Sensitizing the Teacher to the Social Scene. Pre-service programs for teachers are being re-oriented to include experiences designed to build understandings and attitudes rooted deeply in a social and psychological base. Prospective teachers visit soil conservation projects, engage in summer camps, participate in social welfare service, and through work experience gain insight into social processes and community life. Through field trips they learn about the resources at hand and ways in which a democratic society seeks to develop, distribute, and protect those resources.

A "community of ideas and purposes" is slowly but persistently being built into the educational experiences of all members of the profession. Teacher education and certification programs reflect such a trend. While it is admitted that some differentiation is necessary in the program designed to prepare teachers for general and vocational education, for childhood and secondary education or for rural and urban schools, certain areas of "common understanding" touching upon social viewpoint and understanding of the learner and the learning process must be built. Insistence upon specifics with regard to courses and hours gradually is giving way to insistence upon basic understandings and attitudes without which the teaching personnel cannot make the school a resource center truly dedicated to serving the people.

In-service education of teachers through on-campus and extension

courses or through "workshop procedures" is also being pointed in a similar direction. Workshops held in the local community tend to deal more realistically not only with the needs of the teachers and of the school system but also with the concerns of the people. Programs for improving community life require the cooperation of all the people, adults as well as teachers and children. Local school officials, health and welfare agencies, civic clubs and plain Mr. and Mrs. John Doe participate in determining what direction education is to take. Such procedures break sharply with the past but are wholesome and necessary.

Processes Discovered Through Experiencing. It has been said that "teachers teach as they themselves are taught and not as they are told to teach." While this statement should not be taken as an indictment against all attempts to assist the individual in discovering desirable procedures, it does challenge those responsible for designing programs of teacher education in the direction of functional learning.

The many experiments conducted by the Commission on Teacher Education of the American Council show that such progress is being made, even with college faculties.³ Evaluations carried out with respect to workshops for teachers in service reveal that the "process" used in most instances is reflected in the "process" used by the teacher later. Practice in making a cooperative attack on problems and in reaching shared decisions lead to greater protection and use of democratic values later in teacher-administrator relationships,

³ See particularly *In-Service Education of Teachers*, Commission on Teacher Education, American Council on Education. Washington, D. C.: the Council, 744 Jackson Place Northwest.

in teacher-pupil relationships, and in school-community relationships.

The importance of building group concern through generating plans which involve school-wide and community-wide participation has been admitted. Teamwork in which no single individual or small group of individuals calls all the plays is recognized as the most effective and democratic working procedure. So important has this procedure become that city systems and states are now moving in the direction of a ten-month contractual period for teachers and a twelve-month period for supervisors, principals and teachers who will render a special service to children and adults of the country during summer months. Extra time for teachers and administrators to plan democratically together should result in orienting programs toward common purposes and goals.

Active participation of the entire profession and of lay groups in improving the teachers who are to work in public schools is heartening. A number of states has experimented with advisory councils on teacher education composed usually of representatives from the colleges, the state department of education, and teachers and administrators at work in the field. A part of the education of the prospective teacher is carried on in local communities where the individual sees at first-hand the typical situations to be faced. In many states there is serious concern over the teacher shortage. Some states, in addition to a long range attack implemented by efforts to improve salaries and the social status of the teacher, have resorted also to direct and immediate subsidies to insure greater selectivity and at the same time extend opportunity to young people interested in the

profession but financially unable to attend college.⁴

Changing Patterns of Administration and Finance

For years, books on school administration have emphasized the role of administration as the "handmaiden to instruction." In season and out, administrators have sought to bring to reality the American dream—equal educational opportunity for all. While teachers still experience restraints of lock-step administrative policy, there is evidence that opportunity is growing for them to make use of their initiative and ingenuity. The future holds much for building concern of the teacher for administrative problems and of the administrator for instructional problems. The line between instruction and administration is becoming very thin indeed.

Providing a Minimum Level of Opportunity. Schools that claim to be *of, by and for* the people must provide at least a decent minimum level of opportunity for all. Studies made by Norton and Lawler under joint sponsorship of the NEA and the American Council on Education show that the level of support for the classroom unit varies widely in many states.⁵ Within states and local sub-divisions wide variations in educational opportunity also exist. While a democracy would not seek to bring all to a dead level of mediocrity, it should seek to protect those not able (through no fault of their own) to reach acceptable standards of school support.

⁴ For example, see half-million dollar annual appropriation for stimulating persons to enter teaching and to improve those in service described in *Florida School Bulletin*, Vol. IX. No. 1, February, 1947.

⁵ See *Unfinished Business in American Education*. American Council on Education. Washington, D. C.: the Council, 744 Jackson Place Northwest.

To get school districts that "have" to share with those that "have not" is not an easy administrative task. Independent city systems or wealthy suburban districts in cities should not be prevented from going beyond the minimum; they should, however, through legal provisions for state-wide support of nation-wide support, assist in guaranteeing a decent minimum of opportunity for those less fortunate.

Expanding Facilities and Services. If schools are to be dedicated to community-wide service the plan of their structural design will undergo a gradual change. Shops, libraries and playground facilities will reflect not only the needs of children and youth but of the adults of the community as well. Canning centers will be located in them. The school lunch program will be expanded and its long range instructional purposes reflected in the pattern of home life. There will be room for adult classes in home-making, for building literacy, for orientation of aliens to democratic ideals and processes. Trends in this direction are already evident.⁶

Juvenile delinquency prevalent during and after World War II reflects, in part, inadequate patterns, processes and facilities for education. The NYA and CCC were created during the last depression to deal with problems of out-of-school youth. Schools *of, by* and *for* the people must meet such problems on the local and state levels if we are to avoid passing the solution to federal agencies. Vocational education, important though it is, cannot solve the difficulty unaided by total school-community planning.

⁶ See publications of the National Council on School House Planning, secured through H. C. Headen, Tennessee State Department of Education, Nashville.

The trend toward equalizing facilities and services for various racial groups, rural and city areas, and for pupils enrolled at the elementary and secondary levels has as yet not become universally accepted as desirable. There are indications that states are thinking in terms of equalizing class load for teachers of earlier grades and high school. In the South, particularly, large gains have been made in reducing the differentials with respect to pay scales for elementary as contrasted with high school teachers and for whites as with Negroes.

Regional, State and Local Planning. Schools which are indigenous to the region, state or community are now in the making. It is recognized that if schools are to be the kind of schools the people desire, democratic planning must take place at each level. Whether it be in matters of curriculum or in matters of school administration, organization and finance, similar types of problems are met at each level. The satisfactory solution must be found for each situation. Regional and national planning to enable schools to serve the people has increased decidedly during the last decade.⁷ State-wide planning involving the work of lay panels, boards, commissions, councils, and citizens' committees has been accelerated. The people are beginning to think about what they want their schools to do and the kinds of teachers they want to teach their children. They appear to be willing to pay for the service they expect.

⁷ For regional planning in the South, for example, see publications by the Southern Rural Life Council, Southern States Work Conference, Committee on Southern Regional Studies and Education.

All the Children of All the People

To educate all the children of all the people is a democratic ideal not easily or perhaps fully to be achieved. But that we can provide an education of significance to an ever higher proportion of our people is the belief of Mr. Eggertsen, assistant professor of education, University of Michigan. He discusses factors contributing to and opposing the demand for compulsory school attendance and points out some harms and goods resulting.

WHEN NEW BUS ROUTES OR SCHOOL buildings are contemplated schoolmen often use spot maps to show the location of the homes of all the children in the area. Appropriate symbols are used for the age or grade status of the children in each family, and the decision about a transportation schedule or a school site is then made partly upon data drawn from the map. While it is true that interests not closely associated with the welfare of children are sometimes weighted too heavily, school plans are usually based on a desire to serve the whole population.

This use of the spot map and of other techniques designed to consider the needs of each child grows out of a genuine concern for the extension of educational opportunities to all young Americans. The concern was not general in 1607, or in 1620. The faith that schooling for all would lead to a solution for our problems was not accepted even at the time of the formulation of our national constitution. The first law to compel all children to attend school was enacted in Massachusetts in 1852. It was not until 1947 that Michigan decided to require all children who live in districts which did not maintain a high school to attend school beyond the eighth grade.

Some Factors Contributing to and Opposing the Demand for Compulsory School Attendance

An analysis of all the factors that have led to the demand that school services be made obligatory would require a close examination of American educational history. Indeed, compulsory school attendance is not only an indispensable key to the understanding of educational development, but of the whole course of American social history. Our revolutionary fathers, for example, indirectly created opposition to the aristocratic educational pattern that had been reproduced in the Colonies by their advocacy of equality and the social contract in order to win popular support for the military effort.

Many other forces gave such impetus to the principle that a democracy requires an educated electorate that by 1850 the people of the United States had accepted the ideal of a tax-supported public elementary school. Free land had helped create the independent and self-respecting citizens who made this decision, not only of those who took up farms on the frontier but of those who knew the land was there for the taking. Labor unions were powerful advocates of the ballot and of the free school. Industrialists who first asked for schooling in content-

ment later requested training in the skills needed by their workers. Others hoped that compulsory school attendance and the three R's would eliminate poverty and crime. Still others thought that school would end child exploitation and improve child health.

International rivalries played a part even in the decades before the Civil War when American educators came home with glowing reports about the compulsory school laws of German states. In the twentieth century two great wars have made it clear that our survival may depend on the education of all our people in every way, especially in the arts of understanding each other and of working unitedly together.

It would be false to convey the impression that there have been no strong forces opposed to compulsory education. There were those who believed that a non-sectarian school was worse than none at all. The belief that the education of the child was the exclusive obligation of the parents and not of the state was hard to combat. There were others who thought that safety lay in ignorance rather than in education; in children at work, not at school. At least one state senator seriously advocated in 1934 that all schools be closed in order to balance the state budget. The wonder is not that these opposition groups were defeated but rather that complex forces of such varied origins combined to the extent that a faith in compulsory attendance has become a part of our national creed.

Does Compulsory Attendance Do More Good Than Harm?

It would require a patchwork structure of all the bulletin boards used in the armed services to mount a spot map showing the number of children in

the United States who are required to attend school under state law. Although it is true that the data for such a map are at hand in the school censuses taken in every state, the requirements differ about as much as do state laws concerned with auto licenses, the suffrage, and divorce. For instance, although most states have a lower age limit of seven and an upper one of sixteen, a substantial number have selected ages eight and eighteen respectively. There are variations in the laws concerned with the attendance of those who have physical or mental handicaps. In some states students who are under the age of fourteen are excused to go to work. A few states still exempt children because of poverty.

A national spot map to show actual school attendance would require somewhat less bulletin board from the custodians of excess property. In 1940 our reach exceeded our grasp by fifteen percent. In other words, only eighty-five percent of the children five to seventeen years of age attended school. In a number of states there is a tendency to ignore the law as it applies to minority groups. In many others enforcement is indifferent and ineffective.

Unfortunately, there is neither a graphic means like the spot map nor a device such as the Geiger Counter to describe or measure the educational and social effectiveness of laws which require school attendance or their enforcement. Since it is apparent that results are both good and bad just as they are in the implementation of other American principles such as universal suffrage, freedom of the press, and trial by jury, we are forced to evaluate an essential part of our social order on the basis of whether compulsory attendance does more good than harm.

Before that is attempted, however, it should again be noted that not all influential American groups have given undivided allegiance to the proposition. Many have continued to feel that the less the government meddles with what they believe to be the province of family and church, the better. This conflict in basic theory has resulted in a denial of the principle of education for all the children of all the people through charges made for tuition and books, for example. It is not too much to say that practices inescapably related to compulsory attendance have been disregarded.

Many ills have resulted from another inconsistency Americans have displayed in the practice of the principle of compulsory attendance. Since it has been far easier to enact legislation requiring all children under sixteen to attend school than to obtain the money to educate teachers, pay salaries, build schools, and provide good supervision, classrooms have been far too crowded for teachers to contribute as they should to the creation of the kind of Americans the theory demands.

Our refusal to provide sufficient support has forced most schools to offer the same program for all children despite differences in ability and background. This repudiates the thesis that a democracy makes the fullest use of human resources. This repudiation has led to discouragement of both the least and most able students. It has also meant a denial of the associate ideal of equality of opportunity, since the failure to provide challenges to individuals has often resulted in a rejection of what merely seemed to hold an opportunity.

Not only have schools been deprived of the necessary funds to accomplish

the stated purposes of compulsory attendance, but they have not been entrusted with the responsibility of creating a curriculum appropriate to the task. Pressure groups have grown so vociferous that when a real effort has been made to teach democracy in action to all the children the schools have been labeled subversive.

The repeated charge that schooling for all will result in large scale dissatisfaction with the kind of life most people must inevitably lead is true only for schools that contradict the democratic premises of compulsory attendance. The barrenness of authoritarian teaching, the exclusiveness of vocational training, and the inculcation of competitive rather than cooperative ideals constitute a negation of what the American supporter of compulsory attendance is supposed to believe. It is true that the frustration of those who are compelled to attend school can result if more are promised professional or white collar jobs than can obtain them. But no understanding advocate of compulsory education believes that education is related solely to vocational goals or to a course of study divorced from the actualities of a productive society.

It is also frequently held that the attendance of nearly all children at school has reduced the influence of home and church. Undoubtedly, the authority and financial support of the state have had much to do with the rapid growth of the school, but it is apparent that school children now gladly join their fellows in an institution closely associated with their real interests. Thus, although the churches have lost the support of many young

adolescents and although teachers deal increasingly with areas formerly reserved for the home, the real explanation for the shifts which have occurred is not to be found in forced attendance. It seems much more likely that the home and church have not had the resources to meet the changes in educational demands which have resulted from mass production, population growth, depression, and war. It is a tribute to the foresight of the liberals who believed compulsory schools to be an inescapable part of a democratic way that the school, in spite of inadequate support, has been able to assume as successfully as it has the responsibilities formerly held by other institutions.

Shall the Age Levels Be Extended?

Many familiar arguments will be urged against proposals that will be made in legislatures in the next few years in favor of a new upper limit of compulsory attendance, perhaps of eighteen years of age or of the completion of the fourteenth year of school. It will be justly said that too many of those already compelled to attend school under present laws are ill housed, ill equipped, and ill taught, and that too many are enrolled who suffer the handicaps of inadequate homes, food, clothing, and medical care.¹

Advocates of a new compulsory attendance age level will be asked to answer many critical questions. Will not the addition of several million more students to an already overburdened institution bring only disillusion to the student and discredit to the public school? Will not even more children

be inevitably subjected to the so-called efficiency procedures of regimentation, prescription, and anonymity? Will there not be even less opportunity for the child to be recognized as an individual or to reach social adjustment through actual participation in self-directed activities with his fellows? Does not the outside world offer the older adolescent more chances for meaningful learning, for the assumption of responsibilities, and for satisfactory adjustment to others than the crowded school?

These are charges difficult to meet, but the ever upward extension of the compulsory attendance age limit is so integral a part of our tradition that the weight of evidence against it must be very strong before the practice can be abandoned.

To the more sophisticated an increase in the years of forced attendance will mean that education can serve as a safety valve even better than it now does since the pressures from minority groups and from those who find it difficult to achieve the traditional American success in an increasingly settled society can be better directed into harmless channels.

Whether it be considered final or proximate the aim of educating all the children of all the people is a noble one. It does not mean that all are to be taught alike or that all are capable of the same quality of participation in school and society. Nor does the nobility of the dream mean that it can be easily or ever fully achieved. It does mean that we must continue to make spot maps of an ever higher proportion of our people to the end that an education of significance to individual and group may be offered to everyone.

¹ *Editor's Note:* For a discussion of educational opportunities for children below six (non-compulsory) see *Educational Services for Young Children*. By the Educational Policies Commission, NEA. Washington 6, D. C.: the Commission.

Within the Bonds of Freedom

Three types of group climates are examined and analyzed, in terms of the kinds of personality development to be expected from each, by Mr. Zander, assistant professor of educational psychology, University of Michigan. He concludes with a statement of the choice to be made within the bonds of freedom we desire in a democratic society.

MAN'S GREATEST STRUGGLE IS IN HIS conflict between the things he wants to do and the things he feels that he should do: he wants to take life easy yet feels that he should work; he wants to be safe yet feels he should be brave; he wants to avoid rigid educational methods yet feels he should get more education; he wants to run away yet feels he should stand and fight. These are problems for the man and no less for the child. Indeed, the child is worse off since his world is full of restrictions and barriers to freedom that are difficult for him to understand.

It is in the heart of these quiet struggles that a man makes choices important for his personality development. He finds it most important to himself that he strives to take it easy or to work, to live rigidly or flexibly, to run or to fight. Out of these conflicts and thousands more like them he gradually adopts a pattern of behavior that is ready for similar situations.

His society imposes the "should-do's" on his freedom in order that its members may stay safe and healthy to maintain the relations among its people and to assure itself that all members will support the same ideas of rights and wrongs, shoulds and should-nots. The restrictions of a culture, then, may directly influence an individual's personality development.

The family (or tribe or clan) is a small scale model of what happens in the larger society. In the home the parents determine certain restrictions to freedom to which the child must adhere for reasons often best known only to the parents. The same thing happens in the school, the club, the church, and the camp. The participant is faced with barriers to his freedom which are accepted as necessary by the larger society since the function of the home, school, club, and camp is to influence personality growth so that the individual becomes the kind of person the society will accept.

The man, and especially the child, in any society lives within the confines of certain restrictions which clearly influence his personality growth. If we limit our focus to the democratic society only, it is apparent that a democracy must limit freedoms for the same reason as any other society. However, a democracy has a special method, the essential factors of which are well known. In actual practice "educational" methods in a democratic society follow, for any number of reasons, a variety of procedures. Our institutions are only partly democratic both in terms of numbers and in terms of practice. Within the democratic framework one may find dominating or authoritarian procedures, laissez-

faire or let-them-work-it-out-alone procedures, and group-integrating or "democratic" procedures. It is a tragic fact that the variety of methods in which a child participates in any one day in his experiences at home, club or school creates confusions and insecurity that make it difficult for him really to understand his role in a group situation.

Three Kinds of Group Climate

Our mission here is to examine the nature of the three classical types of group climates just named (although they seldom exist in real purity) and to review the type of growth that can be expected in each atmosphere. We shall do this by examining the nature of a club under the leadership of three different leaders. A classroom, a Sunday school group or family setting would do just as well.

An Authoritarian Climate. Joe is a dominating leader. When he is in charge he is obviously "in charge" since most of the group is under his close control. Whenever he relinquishes the leadership to a member-officer it is apparent that his leadership continues as the dominating influence. He works directly on the group through the sub-leaders in such a manner that the members feel Joe's presence continuously. Joe places his own emotional needs first, not consciously, of course. He would deny that he did it if he were asked. Nevertheless, it is readily apparent, if one looks below the surface, that Joe finds a great outlet in his needs for power or other unsatisfied hopes by pushing around little boys. His reactions, feelings, thoughts, and behavior reveal the man who uses the group for his own gratification.

The members of this group try to avoid work and to outwit each other in

escaping work. They often fight or engage in tension-releasing behavior such as wrestling, running aimlessly, pounding, shouting, and other actions which reveal the trouble existing in the group. Their program is fixed—scheduled ahead for weeks, which is not bad in itself but is symptomatic of the notion that the program is an end in itself. The things that they make and the ideas they develop are sterile, conforming, and unimaginative.

A Laissez-faire Climate. Horatio is a hands-off leader. When he is in charge it is apparent that the leader is hardly leading at all. The group is adrift, with Horatio little more than a spectator insofar as he influences the direction of the group. Horatio is interested in the needs of the boys but he is acutely aware of the dangers involved in making a group dependent upon him so he prefers to wait until they work out their own salvation for themselves.

The members of this group are easily bored. They dawdle a great deal and because there is no goal toward which each person is heading, they are likely to bump into each other's plans. These boys may quarrel or become extremely active out of sheer boredom and their desire to relieve monotony. The program activities are disorganized and uncertain and the products of such a group are likely to vary widely in quality and ingenuity, not at all consistent with the ability of the group members.

A Democratic Climate. Chris is a group-integrating or "democratic" leader. When he is in charge of the group a large share of the activities are member led. He senses the emotional needs of the group and does what he can to help the group contribute to the growth of each member without injur-

ing the nature of the group. He is careful to see that one member's needs do not destroy the morale of the group.

Most members of Chris' group work on jobs that have been agreed upon by the group, often cooperative jobs. There is little outwitting of each other in order to dodge effort. Instead, the spirit of the group allows for ready cooperative relations seen in the feeling of belongingness demonstrated by the frequent use of the pronoun "we." The program is shaped but there is flexibility in it and an understanding that it is a channel to certain ends rather than a set of blessed activities which are ends in themselves. The products of this group are likely to be ingenious, creative, and imaginative.

Here, then, are three group climates familiar to everyone. It is simple to find examples of these climates in their pure form and in combinations adulterated by parts of the others in any community in this country.

What These Climates Do To Personality Development

Every child experiences variations in these climates in the educational influences of each day. The crucial question is: What does each of these climates do to him? It is obvious that they must create confusion for him as he contrasts one set of practices with another. However, it will be helpful to be more specific in our examination. Let us see what the pure forms of these climates could be expected to do to the personalities of the persons participating in them, in terms of the learnings each participant is acquiring. It is understood that the learnings are not only on the intellectual plane but that they also involve the feelings and behaviors of the persons who receive them.

In Joe's Group. The members of Joe's dominated group are learning that adults are people who have all of the answers all of the time. The members are developing a feeling for authority that amounts to a fear of offering counter suggestions. Thus the group is limited to the good ideas of the leader and is expected to recognize these as untouchable.

The boys are learning that it is important to get "in-good" with the boss since he will give out all praise and evaluation. They are learning to feel guilty at disorder and confusion and to believe that effective effort can only be made in a machinelike fashion. Thus they cannot become creative, think out loud or test new ideas in the group. They are learning how to "gold-brick" and how to make it look as though they were working. The things that are "good" to do are seen by them as either mawkish, emotional or restricting. Old things are the good things and the traditional practices of club operation are likely to be respected far beyond their usefulness. They are learning to see great value in the use of the scape-goat or some other unconstructive type of tension-releasing behavior.

In Horatio's Group. The members of Horatio's laissez-faire group are learning to see that group situations are like the gang at the street corner. Group gatherings are occasions for undirected loafing, arguing or playing. Adults are seen as persons of little help and probably as spies to see that the gang behaves. There is a growth of the dog-eat-dog attitude since each must get his attention from the group in whatever way he can or must beat the other fellow out since the rules have not yet been established. Individual enterprise here becomes "devil-take-the-hind-

most." The boys are learning to live outside the influence of rules set up for the mutual protection of each other and have no way of knowing the value of setting up common purposes and working out methods that help the group to reach these goals.

Under Chris' Leadership. The members are learning to work as a group and to see that groups can get things done. They have no fear of authority and as a matter of fact see the adult leader as a helper who can give them advice when it is needed. This implies that they have no great reverence for any particular program activity. Unless they are clear that it is moving them toward the goals they have chosen they will not continue with the activity.

The members of Chris' group are learning to take turns. They see that group purposes can be created and that program activities can be related to these purposes. Groups are seen as pleasant situations in which one gains satisfactions from belonging that can be found nowhere else in life. They are learning what it means to create things and to try a tack that is different from previous methods but which seems promising. It takes courage to be creative. The members of this group are

developing that courage. "Goods" and "shoulds" are seen as rules of the game which lend confidence and are releasing rather than inhibiting or stifling.

Which Climate Is Best?

We have examined the effect on personality development of three different group climates. In which climate personality growth *best* flourishes depends upon the kind of personality we consider "best."

If we want a hostile, obedient, machine-like "gold bricker," Joe's group climate will create it. If we seek a confused, purposeless, competitive, drifter, Horatio's group climate will do the job. If we seek a cooperative, flexible, purposeful, turn-taking, we-spirited personality, Chris' group climate will be sought.

There is little doubt that a democratic society can best use citizens with personalities like those created in the group led by Chris. This, in turn, leaves little doubt that our democratic society needs teachers and leaders who can create a group climate similar to that created by Chris. Within the bonds of our freedom we can grow citizens for a democracy only if we provide group experiences that create the types of personalities a democracy needs.

Democracy Is Change

I BELIEVE PROFOUNDLY IN DEMOCRACY. Democracy is a living, vital thing, changing its pattern with the generations, and living because it changes. It has evolved through many centuries; it has known contributions from many races. But if history tells us anything at all about democracy, it is that the way to its achievement is not the way of compulsion but the way of freedom. No state ever became a democracy because it was compelled to be. Democracy is an outgrowth of the voluntary reactions of free people.—
Harry Woodburn Chase.

By CLARA LAMBERT

Education Around The Clock

Industrialization, immigration, urbanization and two world wars have created new patterns of family living, intensified age-old problems of meeting the needs of children, and given new responsibilities to the public schools. Mrs. Lambert, director of teacher education for the Play Schools Association, New York City, discusses these social forces, their effects upon children, and what the schools must do if a democratic way of life is to be continued.

INSTITUTIONS HAVE A WAY OF CARRYING on in the present as though the present is in the past. And in this way they muddle along until they strike a crisis which makes them appear as they are—anachronistic. Our schools are slowly but surely shedding procedures of the past to serve better the present generation.

Among many adults today are nostalgic recollections of the "Little Red School House." There children were drilled in the three R's, were taught facts of history and geography, were taught how to spell and to read literature. Everything else they required to take their place in the living world was given to them at home.

Fifty or sixty years ago children were living in a simpler agrarian world. Although factories were springing up in the Eastern part of the country, the rural areas were the real "seed bed" of the nation. From them were drawn the leaders, educators, politicians, scientists and workers for the rest of the nation. Children from the farms developed into responsible people in many instances by virtue of the way of life which the simpler communities created and fostered. They went to the country schools during the winter, and only until three o'clock. Then they went

home to do farm chores. In the summer time the schools were closed because every pair of hands was needed on the farms. School life was wedged in between real life. School hours were arranged so that they did not interfere too much with the serious demands of work. The work was physically hard and time demanding. There was little time for play. There were animals to care for, food to be preserved, meals to be prepared, clothes to be made or mended, younger brothers and sisters to care for, and chores to perform.

In the home, too, principles of democratic living were fostered. It was not by accident that the rural Middle West became aware of its own political and economic destiny. It was there that lands were set aside for educational purposes. It was there that freedom and rights were argued with intensity. The issues about land and railroads discussed by the adults had real meaning to the children who shared in the day-by-day living with their parents. Life outside the schoolhouse was dynamic and changing.

The Children Become Victims of Change

The great industrial change or social upheaval in American life took place first in the cities which were becoming

industrialized at a terrific rate during the latter part of the nineteenth century. The great schism came in family life. Parents and children were separated, not so much physically as in spirit. Fathers no longer earned their livings within eye and ear range of their children; they went off in the morning to unseen factories on trains and trolleys. Many mothers worked outside their homes to supplement meagre family incomes or did home work in their kitchens for the same reason.

Children who did not work, and there were many who did, no longer could share together their own lives or that of their parents. Free time, which once was "chore time" to help the whole family, became a liability to the children. Parents no longer taught them their trades nor prepared their children for other occupations. These responsibilities were surrendered to the schools. Children's lives became school centered rather than home centered.

The breach widened with every change in the society. Again it showed up first in the cities. Here the immigrants were pouring in by the thousands every month. These bewildered but courageous people found themselves removed from their children by a deeper change than just from agrarian to industrial life. Their was the estrangement born of language and cultural differences. The children found the streets more congenial and colorful than their drab homes. Schools took on the job of inducting these children into American life by teaching them civics, history, and even manners. And the schools still closed their doors at three o'clock just as they did in the agrarian and rural days when the closing hour signaled the end of the school day and the beginning of work or play at home.

The children in the cities gathered in little street groups in lieu of gathering together as a family at home. Three o'clock was still a long way from meal time, in fact three or four hours away—almost as long a time to be spent on their own as they spent within the school walls. The streets became the natural playgrounds because there was no other place to play. In the summer-time, which had been a useful functional time for farm children, the city children ran riot. There were long, hot days to be filled with little help from fathers or mothers. And sad spectacle—schools and schoolyards were closed and empty.

Recognition of these children's dire need spurred the growth of settlement houses which became as oases in the desert of bare streets and stoops. Here the children who had enough interest could come to paint, sing, dance or learn to weave, work with tools and, very important, find companionship. However, there were not enough of these opportunities to take care of all the children, but they served as examples of how children's needs could be met during their leisure time.

In New York City Jacob Riis became a crusader for playgrounds, parks and play space. Children were being suffocated emotionally by mere lack of space to exercise their young bodies. In the nation, through the zeal of Joseph Lee, the playground movement swept the country. In fenced-off spaces were erected swings, slides, trapezes, and rings. Sandboxes were built for young children. In addition, settlement and church leaders were trained to help children organize games, contests and clubs.

The settlement and the playground grew to answer the needs of so-called

underprivileged children. But a time came when families in the middle economic range discovered that their children, too, were suffering from "do-nothingness" during their free time. The yearning for real and fruitful experiences for them inspired the growth of summer camps, especially in the Eastern states. As soon as school doors closed at the end of June a great exodus of middle-class children left the crowded cities and cramped homes. In the country they lived in tents and learned to swim, hike, and observe trees, stones, sand, bugs and all kinds of weather.

The success of these camps was infectious. Many settlements and other agencies began sending the "slum child" to the country, too, for one to four weeks during the summer.

No one expected the schools of the country to do anything about summer living, but agencies like the Girl and Boy Scouts, Camp Fire Girls, "Y's" and churches carried on. Summertime for the few lucky ones was a time to look forward to. Parents felt the same way. Most parents dreaded the long summer months when children were on their own and when time hung heavily on their hands. Teachers looked forward to their vacation as a time for travel, rest or study.

From time to time requests were made to school authorities by socially minded citizens to keep the schools open during the summer so that children who were not fortunate enough to leave the city might have a sanctuary. Often these requests became very loud. Other citizens became alarmed by the growth of delinquency and gang warfare. On the whole, the requests went unheeded.

During the years between 1900 and the first world war, other social and economic changes were taking place. They began to be noticeable in the less populated areas and on the farms. Farms were becoming mechanized. Many farms were beginning to produce one crop which meant that much of the work of the family as a unit was being sharply reduced. Automobiles caused consolidation so that many children were taken miles away from their homes to attend school. Now these farm families, too, were beginning to feel the schism in family life. The summer, instead of being a time when everyone helped on the farm, became a time of less work and more idleness. Machines were taking the place of hands. And the schools still remained closed in the traditional fashion.

Wars Bring New Family Patterns

The first world war created a crisis for women and children. Thousands of women went into factories and left young children at home to more or less laissez-faire care. Older children in their out-of-school hours were made responsible for younger children. Day nurseries cared for as many as they could but they were a drop in the bucket. Citizens became anxious and tried to help. Some of them pleaded to use school buildings during the summer when all the children were free and most likely to get into trouble. The war emergency showed up the old-fashioned function of the school. Buildings and equipment representing millions of dollars were allowed to remain idle while thousands of children used the streets and such playgrounds and parks as were available. It was not so hard on the older boys and girls but for the younger ones the situation gradually became in-

tolerable. Churches, settlements and community centers opened their doors to them daily.

Everyone thought that after the war women would go back to their homes and the lives of children would become "normal." This exodus from factory to home never happened. Women were forced to remain at their jobs, either because they had lost their husbands or because they had to supplement their husbands' incomes. However, the war-born child-caring institutions, for the most part, died with the crisis, leaving communities to struggle with the ever-growing problem of maladjustment and delinquency among the young. A few of these agencies courageously struggled along and demonstrated that schools—if they were to keep abreast of the changes—could help solve the problem of children "on the loose."

In the years which intervened between the two wars, some communities like Fort Worth, Texas, used their schools more and more. The extended school day became part of the regular school program. Children stayed on, after the time-honored three o'clock bell rang, to work and play. To the taxpayers of many communities, this system was a great luxury. It meant more salaries, more custodial help, and a budget for materials. This cost was little compared with the cost of rescue work which had to be done later by agencies when children got into trouble.

During the depression years, when many parents were forced to be at home, children were not so prone to anti-social behavior. Despite all the economic difficulties within the family, there grew up a closeness which disappeared again when jobs became available for both men and women.

Then came World War II. Mothers out of the home and families on the move became the new pattern of American life. At the peak of war employment there were six million women in jobs. Many were married and the mothers of young children. In order to induce them to work in the factories, child care centers were set up all over the country. There were nurseries and centers for school-age children in various housing developments, community centers, churches, stores, lofts and a few schools.

The schools were being shaken out of the old grooves. Children and parents came knocking at their doors. School buildings were gradually opened not only for the summer but also for after-school activities in the winter. Everyone was led to expect that when the war ended so would end the need to care for these children from nine to five all year.

What the Schools Must Do

But an era had come to an end with the war. Women did not go back to their homes. The post-war period was a crisis, too. Lack of housing intensified the problem of what to do with the children. A home in which grandparents, uncles, aunts and cousins shared precious space was not a home where children could play or live normally. It became imperative that something be done.

In New York City play schools were set up in crowded neighborhoods. Here children came voluntarily or were enrolled by their mothers in order to have companionship, to have fun, and to be off the dangerous city streets and away from undesirable experiences. A fresh staff came into the school at two or three o'clock to carry on where the regular school left off. This was a new

branch in school function attached to the old trunk — the nine-to-three school.

Parents dreaded the onus of having "latch key" children or of fostering delinquency because necessity took them away from their homes. There was a hue and cry raised against parents, a few daring judges calling them delinquent. Children were exonerated but their problems were not obliterated.

Not only were parents and schools being challenged by the troubles of family and community life, but our very democracy was being challenged. Articles appeared in magazines and papers which asked, "What kind of citizens are we bringing up?" Town Hall of the Air made parents and children the topic of a number of broadcasts. Both the press and radio expressed fears that children who felt insecure and unwanted could not carry on the democratic way of life. Parents and educators tossed answers and solutions back and forth and found that there is no single answer. Among a galaxy of answers the most important is education, broadened to include group living and the understanding which comes from sharing leisure time with contemporaries and adults.

The schools are beginning to give up some of their old practices which satisfied communities once upon a time. They are coming to recognize the contributions of social workers and mental hygienists.

This means developing programs for leisure time as an extension or supplement to the regular school program. This means that what was once accepted routines of living within the confines of a family—doing chores, reading together, taking trips, visiting

relatives, playing games—must now be worked out in groups which simulate the family of a bygone era.

The three o'clock bell must now call together all those children whose homes are inadequate to meet their needs through no fault of the parents. It must call them together in groups to share play materials, games and workshops where they can learn in a relaxed environment those concepts of democratic living which cannot be learned in a vacuum or by individuals alone.

In terms of democracy this growth, even though it is small, means a recognition that our greatest resource is our children. It also means that we are not giving mere lip service to this accepted phrase but that we are doing something to give it life. We must give children the opportunity to integrate themselves through play and work experiences into the life of the community. This must be done with more consciousness and purpose than ever before. In mining towns, industrial cities, migratory farm communities, isolated rural areas and congested cities the child cannot take care of one third or more of his time alone.

We know that part-time schooling creates part-time citizenry. That "Satan finds work for idle hands" has been demonstrated to us beyond a doubt. The old institution, the public school, most highly treasured by everyone as a symbol of our America, is moving slowly but surely out of its past into a future which will make more demands upon it in time, money and effort. It will no longer be a part-time institution but rather a full-time one developing new ways of making the old system work in a new era.

The Editorial Board Is Reorganized

IN LINE WITH THE IN-
creasing and expanding
responsibilities of the As-
sociation for Childhood

Education has come a reorganization of the Editorial Board of CHILDHOOD EDUCATION.

When Winifred E. Bain was elected president of the Association, it became necessary to find someone to succeed her as chairman of the Editorial Board. The Association has been most fortunate in having Laura Zirbes, professor of education at Ohio State University, accept its invitation for this important post. CHILDHOOD EDUCATION will continue to have the help of Miss Bain and the direct guidance of Miss Zirbes. Thus continuity and new emphasis are assured in planning future content.

Another reorganization step was the elimination of the two divisions of the Board—the advisory and contributing boards. One board has been organized with eight new members appointed for a term of two years, five members of the contributing board who have one year or more of service, and three members of the advisory board who have maintained close working relationships with the Association and its publications. The new members are: Ethel Alpenfels, professor of anthropology, New York University; Adelaide Case, professor of Christian education, Episcopal Theological Seminary, Cambridge, Massachusetts; Gladys Chandler, elementary school principal, Culver City, California; William T. Edwards, professor of education, University of Florida, Tallahassee; Martha Eliot, associate chief, U. S. Children's Bureau, Washington, D. C.; James L. Hymes, associate in child development, State Teachers College, New Paltz, New York; Eloise C. Keebler, county supervisor, Atlanta, Georgia; and Harold Shane, superintendent of schools, Winnetka, Illinois.

The five continuing contributing editors are: Mabel Alstetter, Eugenia Hunter, L. Thomas Hopkins, Alta Miller, and Elizabeth Neterer. Edna Dean Baker, William H. Kilpatrick and Willard C. Olson continue from the advisory board.

Three new review editors have been appointed: Muriel Crosby, associate director of research, Silver Burdett Company, New York, is editor of Bulletins and Pamphlets; Elizabeth Mechem Fuller, assistant professor of education, University of Minnesota, is editor of Research Abstracts; and Beatrice Hurley, assistant professor of education, New York University,

Across the

is editor of Books for Teachers. Dorothy K. Cadwallader continues as editor of Books for Children for another year.

The plan of rotating membership on the Board is to be continued, with each new member serving a two-year term. Wide participation in the planning and able direction of its development were the two objectives sought in this reorganization. CHILDHOOD EDUCATION begins its twenty-fourth year with confidence in its planning and direction. For survival and improvement as a professional publication, it can never dispense with the suggestions and critical evaluation of its readers. Let us hear from you.

The following four quotations from recent correspondence give you some idea of the increased responsibilities and expanding role of CHILDHOOD EDUCATION.

*From
Alaska*

ELSIE MAY SMITH, NAPIKIAK, ALASKA, writes: "I do enjoy CHILDHOOD EDUCATION and find many helpful suggestions in it. Several copies came together in the last mail, among them the December issue. I was interested in the picture of the teacher and the two children looking at the globe and in seeing that the teacher is pointing to Alaska. The children here will be interested to know that the boys and girls in the States are studying about their country.

"I am trying to help these children have an understanding of the United States and what it means to be a citizen. I draw their attention to any article or picture which I think will stimulate their imagination. When I see their eyes shine and a pleased look on their faces, I know that they are understanding and are really interested in what I am trying to tell them. They are also working hard on their English for nowhere else, not even in Alaska, is the language of the Kuskokwim Eskimos spoken.

"These children are such a happy group and so well behaved, too. As I sit writing this letter, I can see a group of the little ones playing happily with their sleds. One four-year-old has hitched a dog to his sled and is taking his three-year-old brother for a ride. The girls like to tell stories with their story knives. In the summer they use tin knives and as they tell stories to each other they illustrate them by drawing

Editor's Desk

in the soft dirt or mud. When the snow comes, they use ivory knives.

"The people of this village are all members of the Moravian Church. They are a forward looking people and now have their own village organization and cooperative store. Several years ago they voted of their own accord not to have liquor in the village. I am surely thankful that I do not have drunkenness to deal with. This village is one of the best on the Kuskokwim River."

From Japan "MY COPIES OF CHILDHOOD EDUCATION grow threadbare loaning them to Japanese educators," says Helen Heffernan, elementary schools officer with the Civil Information and Education Section of the U. S. Army in Tokyo. "Today Mr. Minagawa of the *Nippon Kyoiku* (Japan Education) came in positively starry-eyed over the April issue. Would you and the authors be willing to have him reprint two articles in Japanese?"

We were, and so were the authors—Abbie Enders who wrote "Bunnies, Buns and Babies" and Herbert Zim who wrote "Children As Scientists."

Miss Heffernan continues: "The work goes surprisingly well. Today marked the completion of the manuscript of a handbook for use of day nursery and kindergarten teachers, parents of children two to six, and teacher training institutions. We have had a committee of twenty Japanese educators working on it since early February. (Her letter was written May 20, 1947). One member, Miss Kunugi, graduated from National College of Education and another, Mrs. Yoshimi graduated from the New York School of Social Work. It has been a great experience and I feel we have stimulated interest in early childhood education."

From the War Department REUBEN S. NATHAN, CHIEF, periodicals section of the War Department writes in his letter of May 6, 1947:

"The Reorientation Branch of the War Department's Civil Affairs Division has been charged with responsibility for carrying on re-

education work in Japan, Korea, and in the U. S. Military Government zones of Germany and Austria. This section of the Reorientation Branch has the duty of making available to the information-control officers in those areas the best possible publishable material for use in the licensed periodicals and press.

"Editors in the occupied countries make frequent requests for information of all kinds about the United States and the life and activities of its people. The licensed publications in Germany and Austria offer excellent vehicles through which the United States can make its contribution to the re-education of these people.

"We intend to make copies of your publication available to readers in Information Centers in Germany, Austria, Japan and Korea. Since the Information Centers attract many editors and other individuals connected with the publishing life of the occupied countries, we believe it would be extremely valuable to have blanket clearance from you for permission to reprint articles in the licensed periodicals in these areas. . . . A specified time limit could be established as well as any necessary arrangements as to credits."

The time limit has been established and the necessary arrangements have been made for sharing CHILDHOOD EDUCATION with people in the areas requested by Mr. Nathan.

From the Methodist Conference on Christian Education THE QUOTATION BELOW was contained in a letter from Catharine Lantz, Commission of Children's Workers, Methodist Conference on Christian Education in session in Grand Rapids, Michigan:

"It is the desire of this Commission that you be informed of their great appreciation of the excellent material appearing in your journal, CHILDHOOD EDUCATION, and for the pamphlets issued by you on religion in education. This Commission is most interested in the trends toward making religion effective in the education of children and is greatly interested in the reports appearing in CHILDHOOD EDUCATION from time to time telling of what is actually happening in this direction.

"With every good wish for the continuation of the fine work you are now doing."

Action For Children

PREAMBLE

The Association for Childhood Education works for the education and well-being of children by promoting desirable educational conditions, programs and practices in the elementary school; raising the standard of preparation and encouraging continued professional growth of teachers in this field; actively co-operating with all groups interested in children in the home, the school and the community; and informing the public of the needs of children and how the school program is adjusted to fit those needs.

To move forward in its broad program, the Association biennially, through democratic referendum to its members, surveys the needs of children, selects and defines the more pressing current problems, and adopts a practical program of action to guide its individual members, branch organizations and the international Association in their work for children.

This is the A.C.E. Plan of Action for 1947-49.¹ The suggested actions are emphasized, not to limit work in other areas, but to promote unified, concentrated effort in solving the more pressing problems of children.

RESOLUTION I. *Inadequate School Facilities Must Be Remedied*

Inadequate, unsafe and unhygienic school buildings and grounds, and insufficient supplies and equipment, in many communities are depriving today's children of their fundamental right to decent educational opportunities. Such conditions may handicap them for years to come. Remedial action on inadequate school facilities is urgent.

Plan of Action for Branches and Individual Members

- Inform themselves about modern school facilities in their own and other countries.
- Evaluate their school facilities in terms of the needs of all children, their community, and a modern educational program.
- Acquaint the public with the present lack of and need for adequate school facilities for their community.
- Work with school administrators, parents, children and civic groups to modernize present school plants and equipment, and to plan for adequate new facilities.
- Support such state and federal aid measures as will make possible good public school facilities for all children.

Plan of Action for the International Association

- Compile and disseminate approved plans for school buildings and descriptions of better plans of adapting and modernizing present facilities to meet the needs of children.
- Publish revised edition of the equipment and supplies bulletin.
- Cooperate with manufacturers in improving present supplies and equipment and in creating new, safe and efficient materials.
- Support federal aid to public education, directly and through the branches.

RESOLUTION II. *Congested School Programs Must Be Eliminated*

Today's frenzied school programs which result largely from inadequate school facilities, shortage of teachers, lack of understanding of needs of children and failure to interpret their needs to the public lead to frustration of children, teachers and parents. Such situations prohibit sound educational practices and retard the desired development of children. Congested school programs must not become accepted as a continuing condition in childhood education.

Plan of Action for Branches and Individual Members

- Strive constantly for desirable teacher load with due consideration to individual situations.
- Suggestions are:

¹ Adopted by the delegates attending the fifty-fifth Annual A.C.E. Study Conference, at Oklahoma City, Oklahoma, April 10, 1947. Copies may be obtained from the Association for Childhood Education, 1201 Sixteenth Street N.W., Washington 6, D. C., free of charge.

Children 3-4 years—10 to 15 per teacher
 Children 4-5 years—15 to 20 per teacher
 Children 6-8 years—20 to 25 per teacher
 Children 9-12 years—25 to 30 per teacher²

Oppose "double day" sessions and "severe departmentalization."

Plan with children and parents a well-balanced program considering the 24-hour day of each child.

Secure more time for helping children, conferring with parents, planning work.

Study their own problems of budgeting time and use of specialists, parents, and other members of the community.

Plan suitable educational programs for children under six.

Plan of Action for the International Association

Publish material that will help both parents and teachers to understand more fully the needs of children.

Publicize ways of working effectively with groups of various sizes.

Encourage administrators to develop techniques within school systems that will allow adequate time for teachers to fulfill their real professional duties.

Discourage citizens' groups from imposing upon the school activities which interfere with the truly educational experiences of children.

Support federal aid to public education including education for children under six.

RESOLUTION III. *Shortage of Teachers Must Be Overcome*

The increasing number of children and the decreasing number of teachers have created a shortage of competent teachers that is a growing menace to the education of children. Present discriminations against teachers, in pay and social standing, must be removed and lack of opportunity to use their understanding of children must be overcome, if competent people are to be recruited and retained in the teaching profession. The alarming shortage of teachers demands vigorous action.

Plan of Action for Branches and Individual Members

Urge improvement of professional ability as individuals through study and experimentation.

Use opportunities to gain interest in childhood education of high school and college students who would make good teachers.

Help all teachers find satisfaction and understanding in their profession.

Stimulate the interest of other teachers in professional materials and activities and let them see that there can be "fun in teaching."

Join with professional and lay groups in working for increased salaries and improved working conditions.

Plan of Action for the International Association

Publish material which will help gain public appreciation of the importance and responsibilities of teachers.

Publicize reasons why teachers chose their profession and why they remain in it.

Publish material to show the effect of teachers' needs upon children.

Increase the opportunities for professional and cultural growth through participation in Association activities.

Join with other national groups in working for increased salaries and improved working conditions.

RESOLUTION IV. *Worthy Human Relations Must Be Developed*

Democracy's struggle for survival and growth has brought into focus problems of human relations—misunderstandings, intolerance and selfishness. Many of these arise from deep-seated prejudices grounded in the experiences of early childhood. Such prejudices can be avoided or eliminated in childhood through guidance and example. World-wide conditions demand that every means be used for the rapid developments of worthy human relations.

² Based upon recommendations in these publications: American Association of School Administrators: *School Boards in Action*, Washington, D. C., 1945, pp. 120-122. Educational Policies Commission: *Educational Services for Young Children*, Washington, D. C., 1945, p. 16. National Education Association: *Proposals for Public Education—Post-War America*, Washington, D. C., 1944, p. 68. National Society for the Study of Education: *Yearbook*, Washington, D. C., 1944, p. 24.

Plan of Action for Branches and Individual Members

Work for worthy human relationships with individuals and all types of groups, including A.C.E.
Seek opportunities to cooperate with different groups on causes of mutual interest.
Study and use the contributions and talents of other racial, religious, and minority groups.
Contribute to funds for post-war study grants for teachers from other countries.
Examine their attitudes and their effect on the children with whom they work.

Plan of Action for the International Association

Help the public to know the importance of developing in children democratic attitudes and action in all living.
Stress in publications the importance of continuous evaluation of school practices in terms of their contribution to the development of democratic persons.
Publish a picture bulletin showing desirable educational practices with captions in different languages as an international contribution.
Continue services to other countries through letters and materials.
Stimulate interest in aiding educational reconstruction in other lands.

RESOLUTION V. Child Health, Mind and Body, Must Be Improved

The increasing demands and complexities of modern life, plus experiences during the war years, have impaired the physical and mental health of many children. This is evident in behaviors showing mental tensions, uncertainties, fears and lowered vitality. More adequate child health services, care, and sympathetic understanding for the individual are necessary. The health of children—mind and body—must be improved.

Plan of Action for Branches and Individual Members

Urge the establishment of functional school health programs that will secure adequate physical examinations, corrective follow-up and intelligent healthful living.
Use available community health services and work toward more services for more children.
Work for healthful, happy, well-balanced day with adequate nutrition and relaxation at school as well as at home.
Study the general needs of exceptional children and learn of sources from which specific help may be received when needed.
Guide children in developing responsibility through self-discipline, self-control and respect and concern for rights of others.
Encourage clear, independent thinking and making of right choices.
Study and actively support good or oppose bad legislation on health and nutritional needs of children.
Work for conditions in school and community which promote mental health.

Plan of Action for the International Association

Promote programs of in-service education of teachers in the field of health—mind and body.
Publish material to develop better understanding of factors involved in promoting mental health.
Publish bulletin on nutritional needs of children.
Publish material to develop better understanding of good rest periods with adequate rest equipment.
Enlist cooperation of other groups in gaining more adequate health services for all children.
Study and support adequate federal health legislation affecting children.



*The Fifty-sixth
Annual Study Conference
of the
Association for Childhood Education*
will be held at

St. Louis, Missouri

April 19 - 23, 1948

Watch future issues for program announcements

Books FOR TEACHERS . . .

THE CHILD FROM FIVE TO TEN. By Arnold L. Gesell and Frances Ilg. New York: Harper and Brothers. Pp. 475. \$4.

Any publication bearing the names of Gesell and Ilg leads the reader to expect something sound and informative, for surely their extensive experience in working with children commands respect. Perhaps for that very reason expectations in this case are out of line with possibilities. My reaction to this description of the years from five to ten was one of disappointment and a feeling of incompleteness.

The plan of the book is to present the findings of a longitudinal study of a group of about fifty children, studied at the ages of five, five and one-half, six, seven, eight, nine, and a smaller group at ten, by clinical methods (tests of intelligence, performance, reading readiness, visual skills, and observations of the child's behavior, plus an interview with the mother). Individual records were analyzed by age level, by situation, and by child. From these records behavior items were selected which met the authors' developmental criterion of validity: "Does the given behavior have an assignable status in a gradient of growth as indicated by the converging evidence of the total data for all the children of all the ages?"

The book is divided into three parts. Part I is a general treatment of development, growth, parent-child and teacher-child relationships, which sets forth the increasing necessity in our civilization of achieving a developmental point of view and building up objective attitudes and an appreciation of individual differences.

Part II deals with development, described by year levels, and includes a brief summary of what goes on during the first four years as a means of acquainting the reader with the composite five-year-old he is soon to meet. More detailed attention is given to the years from five to ten, with presentations of descriptive analyses of motor characteristics, personal hygiene, emotional expression, fears and dreams,

self and sex, interpersonal relationships, play and pastimes, school life, ethical sense, and philosophical outlook.

Part III attempts to set forth growth gradients (i.e., progressive series of data typifying or accompanying each period of growth) in terms of each of the above-mentioned areas of development.

The book is directed especially to physicians, nurses, teachers, and parents. Undoubtedly they can find much material that will interest and inform them concerning child development. It is stated explicitly and frequently that the behavior descriptions are for comparison only and are not intended as norms. It seems, however, that it is asking too much of individuals untrained in the field of child development to expect them to use the descriptions without considering them as norms, in view of their eagerness to be given specific guideposts which may be applied wholesale.

Although the authors mention individual differences, they do little to indicate the direction or the extent of the differences which may be expected. Similarly, they seem to neglect the roles played by varying environmental conditions and training procedures.

There is an unfortunate amount of repetition necessitated, perhaps, by the two-way organization which was followed: analysis by year levels and then by areas of development. This technique may gain in validity if the book is used only as a reference source but it seems to detract from both logical sequence and readability when the book is read as a whole.

With repetition there is an equally unfortunate amount of generalization. While generalization is perhaps the only way to describe year-by-year development of a group of children who are individuals and will always remain different from each other, I feel that here the generalizing process has been carried beyond a justifiable point.

The format of the book is more intriguing on the whole than the verbal content. Attractive and thought-provoking illustrations, diagrams, and poetic quotations accompany the text. The introduction and the philosophic

Editor's Note: These reviews were prepared for Clara Belle Baker, former editor of books for teachers, but arrived too late for inclusion in the May issue. Mrs. Hurley's reviews will begin in the October issue.

postscript seem to me the most valuable content of the book. The developmental viewpoint of the authors is one which commands respect and agreements and certainly needs defense no longer. The book as a purveyor of this viewpoint falls short.—HARRIET BLODGETT, University of Minnesota.

AUDIO-VISUAL METHODS IN TEACHING. By Edgar Dale. New York: The Dryden Press. Pp. 546. \$4.25.

Edgar Dale has achieved a meaningful and realistic assault upon the basic problem of learning: How to make our young learners' experiences and realizations of their environment reasonably accurate so that at the end of their formal school experience they have achieved a body of information reasonably descriptive of those things which lie about them in their man-made and natural environment.

The author searches out the right instructional technique and material to achieve the greatest comprehension of any area of any subject matter, and systematically reviews many of the traditional and basic barriers to effective learning. Having accomplished this, he moves on to techniques which are today available for teachers and through which the newer tools and materials of instruction can effectively be made a part of the classroom environment.

Fundamental in its analysis of the problems of learning, searching in its examination of the tools for learning, this comprehensive treatise on audio-visual education should be a part of the professional library of teachers everywhere. The advice, the anecdotes, and the illustrations will have meaning to the teacher in service. Through its keen analysis of the existing tools for learning—their strengths and weaknesses—the teacher in preparation will find it valuable.

Audio-visual Methods in Teaching is divided into three sections. Part one is devoted to the theory of audio-visual materials which stresses the "cone of experience"—an orderly array of learning experiences from the direct to the abstract. In itself this presentation may be a valuable review to the practicing teacher and an organized methods' philosophy to the trainee.

A resumé of the audio-visual tools of instruction and descriptions of the application of audio-visual methods to the basic subject-area divisions follow. The book includes a final section devoted to the administration and use of audio-visual materials, evaluations, and production.

This book is perhaps the most all-inclusive

of any that has appeared. It stands as a distinct challenge to make the conquest of our environment more meaningful and useful to others.—W. A. WITTICH, Director, Bureau of Visual Instruction, University of Wisconsin.

THE ROLE OF SPEECH IN THE ELEMENTARY SCHOOL. Vitalizing the Elementary School Curriculum Through Speech. Prepared and edited by the Speech Association of America, Carrie Rasmussen, Chairman. Washington, D. C.: Department of Elementary School Principals, NEA. Pp. 112. \$1.

As the work of many contributors well known in the field of speech this book emphasizes the necessity for a planned speech program adapted to individual needs and abilities and continuous from elementary school through college into life. Because speech is such an important factor in influencing changes in the world today, emphasis is also placed upon the necessity for accuracy and effectiveness in oral communication. This book should be of interest to both parents and teachers as they work cooperatively to make speech functional and dynamic in all life situations.

The division of the book into four sections—Speech in Modern Education, Basic Speech Skills, Activities Which Motivate Better Speech, and The Teacher's Speech—gives the reader much help in organizing and carrying out a plan for a particular situation. Many of the chapters will be of specific help to classroom teachers because they give detailed ways of integrating speech skills into the curriculum. Suggestions on how to develop good attitudes toward speech and desires for improvement in speech give a broader aspect to the speech program.

The teacher's speech—the most important single influence on the child's speech—is discussed in one section. Emphasis is given to the importance of pre-service and in-service education of teachers in speech if the programs suggested are to be carried out successfully.

Finally, the work of the speech supervisor is described. Her responsibilities are not limited to that of a speech correctionist but are expanded to include the improvement and direction of programs for the best development of oral communication in each child. She should work in close cooperation with the classroom teachers, the home, and the community if she wishes good speech to be truly "the servant of men." —GRACE K. KEMP, Principal, Vane Elementary School, Philadelphia, Pennsylvania.

Books FOR CHILDREN . . .

PANCAKES—PARIS. By *Claire Hutchet Bishop*. Illustrated by *Georges Schreiber*. New York: Viking. Pp. 62. \$2.

A poignant story of hungry children in France who are made very happy by a gift of pancake flour from two American soldiers. The delightful family relationships between the children—those who remember happy times before and those who remember only after the war—should be revealing to well-fed American children and should inspire them to share their abundance with hungry children all over the world. Mrs. Bishop again displays through this tale her great gift for storytelling. A prize book in *The New York Herald-Tribune Spring Book Festival*.

TAFFY AND JOE. By *Earl and Linette Burton*. Illustrated by *Helen Stone*. New York: Whittlesey House. Pp. 60. \$2.

Joe, a mischievous monkey, is Tim's Christmas present from his mother. He teases everybody in the house but becomes very fond of Taffy, the little yellow dog belonging to Button, a next door neighbor. When the children have a backyard circus Joe and Taffy steal the show. However, Joe falls into disgrace by his pranks and persuades Taffy to run away with him to find a real circus where their talents will be appreciated. What happens will be heartwarming to any child who has lost a beloved pet. An honor book in *The New York Herald-Tribune Spring Book Festival*.

MRS. PIGGLE WIGGLE. By *Betty MacDonald*. Illustrated by *Richard Bennett*. Philadelphia: J. B. Lippincott Company. Pp. 118. \$2.

I read the first and last chapters of this book by the author of *The Egg and I* to over five hundred children, ranging in age from five to fourteen years. Their spontaneous laughter and hilarious enjoyment were evidence that they liked the story. Mrs. Piggle Wiggle is worth knowing for she helps children see how ridiculous are quarreling, talking back, hating to dry dishes, make beds and other common ailments. Don't miss the joy of reading this book to a group of youngsters.

UP GOES THE HOUSE! By *Harry Gustafson*. Pictures by *Elizabeth Ripley*. New York: Oxford. Unpaged. \$1.25.

A simple little story of a house being built next door to Tommy who longed for a little boy to play with. The child watches the clearing of the lot, the digging of the cellar, the nailing of the boards, the laying of the bricks, and the multitude of activities that go into the building of a house. When it is all finished a family with a baby and a little boy move in, much to the satisfaction and delight of Tommy. A story the youngest ones will revel in.

AMERICA'S STAMPS. Text and illustrations by *Maud and Miska Petersham*. New York: Macmillan. Pp. 144. \$3.50.

This story of one hundred years of United States postage stamps is a well-illustrated, simply told history of the carrying of the mail from the earliest times. It is a unique contribution to American history and a fine tribute to the centenary of U. S. postage. The lithographs of each stamp make it easy for the beginner in stamp collecting to identify the issue yet all ages will find it fascinating.

RHYMES AND VERSES. By *Walter de la Mare*. Drawings by *Elinore Blaisdell*. New York: Henry Holt and Co. Pp. 344. \$3.

All of Walter de la Mare's poems have been put into this collection which teachers will enjoy owning, not just for school use but for their own pleasure as well. The poems are delightfully grouped under the following headings: Green Grow the Rashers, O!; All 'Round About the Town; Soldiers, Sailors, Far Countries and the Sea; All Creatures Great and Small; Fairies, Witches, Phantoms; Winter and Christmas; Books and Stories; Moon and Stars—Night and Dreams; Odds and Ends; Somewhere; and A Child's Day. The lovely black-and-white drawings add much to the format of this book.

THE LITTLE OLD WOMAN CARRIES ON. By *Hope Newell*. Illustrated by *Anne Merriam Peck*. New York: Thomas Nelson and Sons. Pp. 63. \$1.50.

The third book in the series about the little

old woman who used her head continues the story of this perfectly humorous but logical soul. She took things easy, had her fortune told, traveled on land and water, used skis, built a rock wall, and finally brightens her home. The tale has much of the folk quality with its universal appeal. Having tried it out with youngsters I know it is a "must" book. Those who read it to children will join with the old woman who thinks there never was anyone as clever as she, for she says, "It all comes of using my head."

COUNTRY BOY. *Written and illustrated by Margaret Waring Buck. New York: Abingdon-Cokesbury Press. Pp. 64. \$1.50.*

Tommy T, a city boy, longs to go to the country to participate in all the country activities. When summer vacation arrives he travels to his uncle's farm. At first he is not accepted by any of the animals because of his city ways. However, in the end he proves he is a real country boy. Young children will enjoy adventuring with Tommy. The sevens or eights who have learned to read will not find it too difficult to exercise their new-found art.

ANYWHERE IN THE WORLD. *Written and illustrated by Irma E. Webber. New York: William R. Scott, Inc. Pp. 64. \$1.50.*

A story of plant and animal adaptation simply told in clear language and colorful drawings, by the author of *Travelers All* and *Up Above and Down Below*. All three books are a valuable addition to the science library of children from seven to ten.

A PICTURE BOOK OF PALESTINE. *By Ethel L. Smither. Illustrated by Ruth King. New York: Abingdon-Cokesbury Press. Pp. 64. \$1.*

The Palestine of Bible times with houses, courtyard, clothing, food, market place, festivals and numerous other things described. Provides a non-sectarian background in its simple text and excellent illustrations for understanding this old, old land so rich in history and so much in today's news.

WINDY FOOT AT THE COUNTY FAIR. *By Frances Frost. Illustrated by Lee Townsend. New York: Whittlesey House. Pp. 153. \$2.50.*

What boy hasn't sometime wished for a pony? Toby Clark receives Windy on his twelfth birthday and immediately begins to train him for the county fair race. The whole family attends the fair, makes many friends, has a glorious time and in the end thrills as Windy wins the race. Girls and boys from eight to twelve will enjoy this very homey story.

NELLIE AND THE MAYOR'S HAT. *Written and illustrated by Charlotte Baker. New York: Coward-McCann, Inc. Pp. 96. \$2.50.*

Many children enjoyed *Necessary Nellie* and will be glad to meet her again in this story. She needs to find a home for her five puppies and as usual the children are eager to help. In the end Nellie works her way into the mayor's heart by saving his hat and the parade, thereby gaining a good home for the puppies. These puppies and their Mexican-American friends will delight all children.

SUSAN AND THE BUTTERBEES. *By Ralph W. Berggren. Illustrated by Anne Vaughn. New York: Longmans, Green and Co. Pp. 175. \$2.*

Children who like fairy stories will find this one delightful. Susan Butterbee helped a lobsterman bail out his boat. As a reward he turned forty-seven sandpipers into forty-seven butterbee uncles. These uncles whom only Susan could see took her to a circus and a party; helped her mow the lawn, rake the leaves and do numerous other tasks. The rhymes the uncles loved to say remind one of those by this same author published many years ago, *Jane, Joseph and John*. Children who like Susan will also enjoy reading these old rhymes.

JOSEPH. *The King James Version of a Well-loved Tale. Arranged by Elizabeth Yates. Illustrated with wood engravings by Nora S. Unwin. New York: Knopf. Pp. 72. \$2.*

A book so beautifully made that one wishes children might be introduced to it early and grow up with it and to it! Elizabeth Yates has sketched Joseph's life in the foreword so expertly that child or adult is intrigued by the character of this great man. The distinguished wood engravings by Nora S. Unwin make this almost a collector's item—a book of great distinction.

Bulletins AND PAMPHLETS . . .

Current emphasis upon the significance to teachers of an understanding of the processes of human growth and development is reflected in two bulletins which should prove helpful to all who seek to know and guide children.

A POUND OF PREVENTION. *How Teachers Can Meet the Emotional Needs of Young Children.* By James L. Hymes, Jr. Prepared by the Teachers' Service Committee on the Emotional Needs of Children. Sponsored by the Caroline Zachry Institute of Human Development. New York 10, N. Y.: New York State Committee on Mental Hygiene, 105 East 22nd Street. Twenty-five cents.

This pamphlet has been prepared for the specific purpose of creating a readiness on the part of teachers for the guidance of young children who were born and passed their very early childhood under the tensions of the war years. The author wisely observes that the problems of the war babies are not different but merely more acute manifestations of the old and usual pressures affecting all children. The skillful treatment of this subject includes the presentation of a number of brief case histories of children with problems, which not only helps to develop insight into their needs and why they behave as they do, but creates a sympathy for them. Certainly emotional understanding as well as intellectual understanding are prerequisites to effective guidance of children.

One of the most significant factors emphasized in this pamphlet is the development of a point of view which directly relates the good mental health of the teacher to that of the child. The author states, in effect, that the basis of all teaching is the practice of good human relations and he proceeds to provide many suggestions for being "human." Taking cognizance of the variety of administrative and social frameworks within which teachers and children must live together, suggestions are given for utilizing ingenuity to make it possible for teachers and children to release themselves under even the most rigid conditions.

This pamphlet is a fine and genuine expression of the significance of teaching.

PLAY: A CHILD'S WAY OF GROWING UP. By Clara Lambert. New York 19, N. Y.: Play Schools Association, Inc., 119 West 57th Street. Pp. 36. Thirty cents.

Mrs. Lambert offers in outline form a concise blueprint or guide for studying and developing the play interests of children from five through twelve years of age. Of great importance in interpreting the process of child growth and development is the adult's observation of children at play, for what they play and how they release themselves through play reveal their experiences and their feelings. Based upon the premise that "it takes time to grow up" and that play is the child's business, this pamphlet may be used with profit by parents and teachers alike. Curriculum builders will find this material of interest for it closely parallels the concept of relationship between content and process which newer curricula express.

It is unfortunate that an erroneous distinction is drawn between the school and the Play School. The author states: "The school asks, 'What does Johnny know? What is Johnny like?' The Play School asks, 'What is Johnny like? What does Johnny know?'"

Each type of school, in its best expression, is concerned first with the child. This is certainly not a distinction alone of the Play School although, unfortunately, all too often in either school the emphasis is questionable.

Teachers and parents may well utilize the suggestions contained in this pamphlet to the end that children's play receives the attention it deserves in shaping the direction of their learning experiences.

Toward a Profession of Teaching

Perhaps the greatest need in education today is the development by educators of a sincere conviction of their worth in a society which all too frequently fails its children by ignoring the status of their teachers. A good public relations program must be founded through the action of teaching personnel convinced of the value of its function in modern living. It is interesting to note the number of organizations making strides in developing this point of view.

AND PROUDLY SERVE . . . AS A PRINCIPAL. *Prepared by the Committee on Preparation. Department of Elementary School Principals. National Education Association. Washington 6, D. C.: 1201 16th Street, N. W. Pp. 16. Price not given.*

The committee which prepared this bulletin states that its purpose "has been to remind principals that the time has come for a nation-wide program of action designed to raise their professional status. Nothing will come of this planning unless principals everywhere, through local and state groups, seek to develop the legislation, salaries, qualifications, techniques, and duties that are appropriate to the principalship of the present and the years immediately ahead."

This pamphlet has as its guiding motif the need for a recognition of the obligations of the principalship as a corollary of an improvement of its status. Its introductory statement might well be adopted by all educators regardless of the capacity in which they serve:

Let us proudly serve . . . with the pride of a master printer who publishes a beautiful book; with the pride of an artist who creates beauty; with the pride of a skilled surgeon who has saved a life; with the pride of a parent who has given America an outstanding citizen; with the pride of anyone who has done his work with honesty, skill, and creativeness.

A better understanding of the place of the principalship in the total educational scene should result from a study of this pamphlet.

EDUCATION AND FLORIDA'S FUTURE.

A Digest of the Report of the Comprehensive Study of Education in Florida. Prepared by the Florida Citizen's Committee on Education. Tallahassee, Florida: the Committee. Pp. 92. Price not given.

In increasing numbers, forward looking communities are studying their schools impartially through active participation by citizen groups in cooperation with educational leaders. This report reflects the general trend in this respect. In format it has been designed to attract the attention of the lay reader and in point of view it expresses a deep conviction that education is inextricably related to Florida's future.

A selection from the foreword is of interest:

This study shows clearly that we in Florida stand at the crossroads in education. We need and can afford better schools and colleges. We can have them if we are willing to make the effort. But it will take real effort and our problems will have to be faced frankly and solved in terms of what is best for Florida.

Fully three-fourths of this report is devoted to a summary of observations regarding the

present status of Florida's schools with detailed recommendations for achieving a finer future for Florida through its schools. Not only is this report a stimulating reference for educators but it might well be utilized by them in working with lay groups in other communities.

THE GLENCOE PLAN. *Glencoe, Illinois: the Glencoe Board of Education. Pp. 15. Price not given.*

Both in content and format this brief description of *The Glencoe Plan* is appealing and interesting. Glencoe is an acknowledged leader in creating conditions which make teaching a vital function in a community.

Through delightful photographs and brief but pertinent narrative what it means to live as a teacher in Glencoe is depicted. Descriptions of the community, the school plants, sizes of groups, services, relationships, salaries and employment are provided. In conclusion, the requisites of a teacher in Glencoe are stated.

This pamphlet has a number of excellent uses in building a good public relations program, in securing coordinate community action for children, in giving teachers a pride in their profession and a feeling of personal worth. Perhaps its greatest value would be in directing the attention of prospective student teachers to the desirability of teaching as a profession.

Toward World Oneness

Where are we going and what is our goal? Carved in a pillar of stone at the entrance of the National Archives Building in Washington, D. C., are these words: *What Is Past Is Prologue*. One must reflect upon this thought for its impact, when it is inevitably applied to world education, conveys tremendous force.

WORKING TOGETHER IN THE UNITED NATIONS. *By Clara O. Wilson. Lincoln, Nebraska: The University Publishing Co., 1126 Q Street. Pp. 32. Twenty-eight cents.*

Miss Wilson has prepared this small book on the history, the organization, and the function of the United Nations expressly for children of the upper elementary school. Pictures and graphs are utilized effectively to illustrate important ideas. The author has succeeded where many have failed in interpreting to the average laymen the complicated structure and functioning of the United Nations. It is suggested that schools not only secure this book for their children, but that they make it readily available to adult groups in their communities.

By MARY E. LEEPER

News HERE AND THERE . . .

New A.C.E. Officers

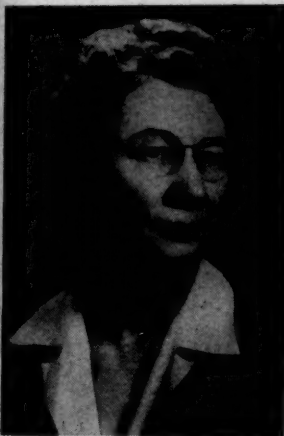
In April 1947, branches and individual voting members of the Association for Childhood Education at the annual meeting in Oklahoma City elected four new officers, three of them to serve for terms of two years; one to serve for a term of one year. Two officers elected in 1946 remain on the Executive Board for another year.

Winifred E. Bain was chosen as president. Miss Bain, now president of Wheelock College, was secretary-treasurer of the International Association in 1934-1936. For the past seven years she has rendered outstanding service as chairman of the editorial board of CHILDHOOD EDUCATION, has served as chairman of several committees, as a leader of study classes at annual conferences and as a contributor to many of the Association's bulletins and pamphlets.



Winifred E. Bain

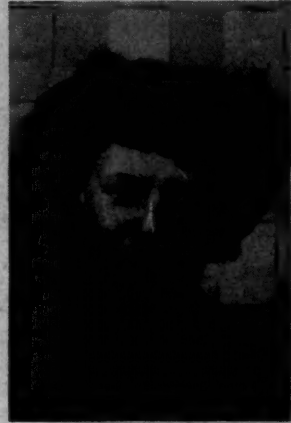
Since early teaching days in the public schools of Wisconsin and Minnesota she has been engaged in the education of teachers serving as a professor of education in the State Teachers College, Milwaukee, Wisconsin, the State Teachers College, Radford, Virginia, New College, Teachers College, Columbia University.



Myra Woodruff

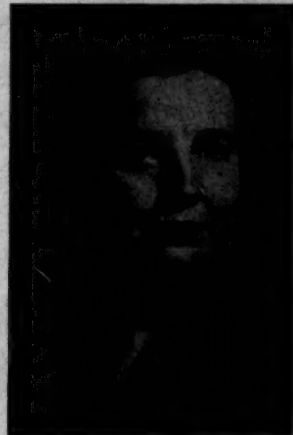
Miss Bain is known to professional and lay groups as a writer and a speaker. The most widely read of her publications is her book, *Parents Look at Modern Education*.

Neith Headley was elected vice-president representing kindergarten. Miss Headley is the head teacher and supervisor of the kindergarten of the University of Minnesota, Minneapolis, Minnesota. She has served the Association for Childhood Education through her writings and the leadership she has given to groups at annual conferences. Best known of her contributions to the publications of the Association are her articles and her illustrations in the bulletin, *Four- and Five-Year-Olds at School*. The book, *Education in the Kindergarten*, written jointly by Josephine Foster and Neith Headley is a guide to kindergarten teachers, not only in this country but in other countries as well.



Neith Headley

Myra de Haven Woodruff was elected vice-president representing nursery schools. Miss Woodruff is associate education supervisor in the Bureau of Child Development and Parent Education in the Division of Elementary Education of the State Department of Education, New York. She has recently served



Merle Gray

as vice-president of the National Association of Nursery Education and will be the liaison person between the N.A.N.E. and the A.C.E. In August she officially represented the A.C.E. at the biennial meeting of the N.A.N.E. in San Francisco, California.

Merle Gray, director of elementary education in the public schools of Hammond, Indiana, has the distinction of being the first elected vice-president of the A.C.E. representing intermediate education. Miss Gray is an active member of the Hammond, Indiana, A.C.E. and has also for a number of years been one of the leaders in the Association for Childhood Education of the Chicago area. She recently served as president of the latter organization. Miss Gray has helped with several national conventions and has served on a number of national committees. Miss Gray's term will cover only one year rather than the usual term of two years in order that three new officers may be elected each year.

The two officers remaining on the Board are Bernice Baxter, Oakland, California, vice-president representing primary and Dorothy Koehring, Cedar Falls, Iowa, secretary-treasurer.

Retirements

Mrs. Dora Pankey Glines, Consultant on General Education for Orange County, California, has retired from active work. She expects to continue her interest in the Orange County A.C.E. in which she has worked for seventeen years.

Mary E. Haynes retired in June after many years of service as a member of the faculty of the State Teachers College at Farmville, Virginia. Miss Haynes has been the advisor of the A.C.E. College Branch for a number of years and has introduced the services of the Association to many young women.

Ida Mae Smith, a valued member of the faculty of Oregon College of Education, at Monmouth, has retired. Miss Smith has been an outstanding leader in A.C.E. work in Oregon for many years. She expects to continue her active work with both local and state A.C.E. groups.

Edna Noble White retired in June as Executive Director of the Merrill-Palmer School of Detroit, Michigan. Miss White, through her many years of service in the fields of child care and family life education, has been a strong influence in securing improved opportunities for children.

Changes

Jane Joslin, formerly with the Public Schools of Lompoc, California, in September becomes Academic Dean of the Child Education Foundation, 535 East 84th Street, New York, New York.

Lena Moore, Director of Primary Instruction in the Department of Education of South Carolina, has accepted the position of Supervisor of Elementary Schools in Greenville, South Carolina.

A.C.E. Members in Other Countries

Synva K. Nicol of the Western Washington College of Education, Bellingham, Washington, taught both children and teachers at the Summer School of Education in Victoria, British Columbia.

Martha Seeling of Wheelock College spent the summer in Norway, Sweden and Denmark speaking on modern education at conferences for classroom teachers and other educational workers. Miss Seeling went to the Scandinavian countries at the invitation of the Swedish government.

A.C.E. Materials in Guam

The President of the Oahu Association for Childhood Education writes that America's farthest west University has extended its educational program still farther west. During the summer the University of Hawaii conducted a four weeks teachers institute on Guam. The Oahu Branch sent a supply of A.C.E. publications to the institute.

Conference on American Foreign Policy

In June, Winifred E. Bain, was invited by the Department of State to represent A.C.E. members at a Conference on American Foreign Policy. Miss Bain shares with us the following account of the Conference:

The State Department of our federal government wants to know what we the people are doing and thinking about international affairs. We had thought the reverse—that we were the students of foreign relations as determined by duly constituted representatives of our government. However, at the outset of a meeting concerned with American foreign policy held under the auspices of the State Department in Washington June 4-6, Secretary Marshall pointed out the importance of democratic interchange of thought, the thinking of people as of greater importance than paper treaties for bringing about international understanding and peace, in the last analysis. He recognized, however, that the seamless web of international affairs is difficult even for diplomatic experts, devoting full time to state responsibilities, to handle. People whose major concern is with other affairs such as earning a living are necessarily too busy to compass all the cross currents of foreign affairs and therefore stand in danger of acting unwisely unless they maintain a studious and open-minded attitude toward world affairs. The conference gave opportunity for free interchange of facts and opinions between State Department representatives and their guests.

Delegates were chosen from approximately two hundred organizations representing such varied interests as industry, manufacturing, trade, communications, religion, civic affairs, international affairs, and education. It was estimated that combined memberships of these organizations would total 75,000,000, half the population of the United States. We are grateful that the Association for Childhood Education was included. It was stimulating to rub

(Continued on page 40)

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NEWS NOTES

(Continued from page 44)

elbows with men and women of varied interests. It was enlightening to meet personalities from the State Department, the Congress, and the United Nations, to hear them speak and to discuss problems and policies from the several angles posed by members of the group. It was good to know that the education of children to which we are devoted is recognized as having importance in world affairs.

The program accented the foundation of peace. Under-Secretary Dean Acheson in an opening address summarized American foreign policy as "peace and productivity that liberty may survive." Sessions were devoted to: *Political Foundations of Peace* with Dean Acheson as leading speaker; *Economic Foundations of Peace*, Willard L. Thorp leading; *Cultural Foundations of Peace*, William Benton leading. Warren R. Austen spoke on the United States and the United Nations. Members of Congress including Senator Tom Connally of Texas and Representa-

tive Frances P. Bolton of Ohio spoke on Congress and American foreign policy. We were impressed by the number of resource people in the State Department who were made available to the conference to discuss informally with the delegates at each session such matters as trusteeship problems, armament problems, economic problems, United States' relations with Latin America, Near and Far East, problems of refugees and displaced persons, relief and rehabilitation, loans and international bank, overseas cooperation and information activities, re-education programs in Germany and Japan.

Merely the enumeration of these problems indicates an urgency to combat the complex of social disintegration in face of limited time. They have to do with people whose lives have been disrupted from normal orderly ways and whose confusions, miseries and resentments cannot wait for a leisurely grinding of the grist.

In the final day of the conference there were informal discussions with officers of the State Department. It was my choice to join the group interested in UNESCO under the leadership of Dr. Esther Brunauer, UNESCO relations staff officer, where we talked about means of bringing about peace through education. Being an organization of many governments UNESCO aims to reduce the possibility of conflict by opening the way to a free flow of ideas. At this time of economic distress and unevenness of cultural levels, the dissemination of truth is of extreme importance.

This is an encouraging note for us who are engaged in teaching. It is stimulating also to know that in the Association for Childhood Education we have established a committee on UNESCO and other international affairs. It is challenging to realize that in the process of teaching children we have the opportunity to foster truth and that the beginning concepts of relationships between people which take shape in children's minds and hearts are important to the future peace of the world.

Our State Department has an Office of Public Affairs which is concerned with forming closer relationships with people, making public studies and issuing publications. This office, headed by Francis H. Russell, planned and conducted the conference. Its division of public liaison knows of the work of such organizations as ours. We are sending them our *Plan of Action* and in other ways shall keep them informed of our work, our beliefs and desires. We shall find repeated occasions for use of their publications and services. It is satisfying and challenging to have close relationship with this branch of our government.—WINIFRED E. BAIN, *President, Association for Childhood Education.*

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